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Hamilton College

Catalogue 1982-83

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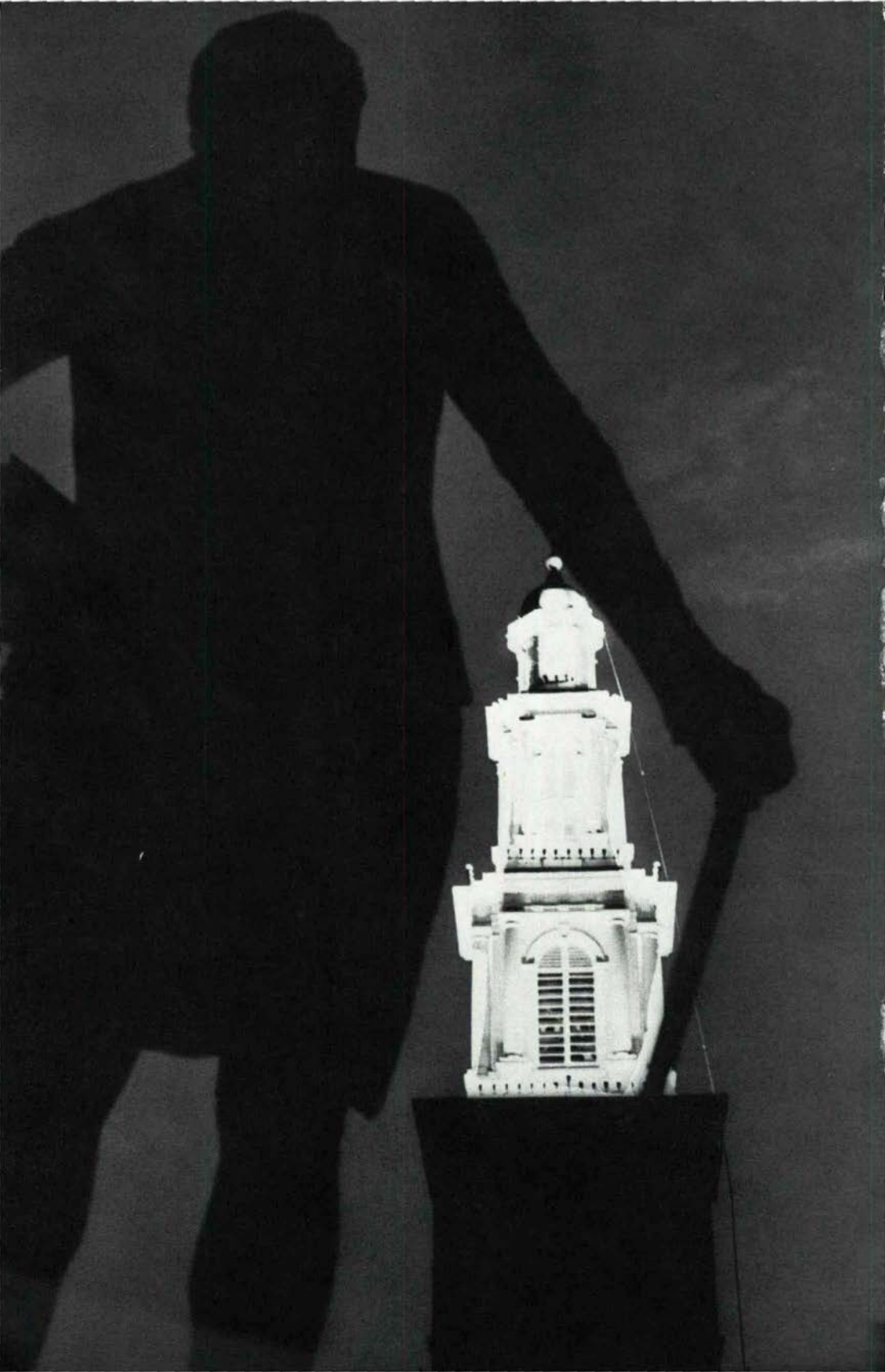
Hamilton College Catalogue 1982-83

September 1982
Clinton, New York 13323



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Hamilton College Calendar 1982-83

Sept.	7-9	Tuesday-Thursday	Freshman Orientation
	10	Friday	Fall term classes begin, 8 a.m. All sequences meet for 20 minutes
	16	Thursday	Last day to add a course or to exercise pass/fail option
Oct.	8	Friday	Mid-term recess begins, 4 p.m.
	13	Wednesday	Classes resume, 8 a.m.
	16	Saturday	Homecoming Weekend
	22	Friday	Mid-term warnings due
	29	Friday	Last day to drop a course without penalty
	30-31	Saturday-Sunday	Parents Weekend
Nov.	15-19	Monday-Friday	Preregistration for winter and spring terms
	23	Tuesday	Thanksgiving recess begins, 4 p.m.
	29	Monday	Thanksgiving recess ends, 8 a.m.
Dec.	10	Friday	Fall term classes end
	11-13	Saturday-Monday	Reading period
	14-19	Tuesday-Sunday	Final examinations
Jan.	3	Monday	Winter term classes begin, 8 a.m.
	4	Tuesday	Last day to add a course or to exercise pass/fail option
	13	Thursday	Last day to drop a course without penalty
	26	Wednesday	Winter term classes end, 4 p.m.
Feb.	7	Monday	Spring term classes begin, 8 a.m.
	10	Thursday	Last day to add a course or to exercise pass/fail option

Mar.	7-11	Monday-Friday	Sophomores declare concentrations
	16	Wednesday	Mid-term warnings due
	23	Wednesday	Last day to drop a course without penalty
	25	Friday	Mid-term recess begins, 4 p.m.
Apr.	4	Monday	Classes resume, 8 a.m.
	11-15	Monday-Friday	Preregistration for fall term
May	11	Wednesday	Class and Charter Day
	13	Friday	Spring term classes end
	14-16	Saturday-Monday	Reading period
	17-22	Tuesday-Sunday	Final examinations
	29	Sunday	Commencement

History of the College

In 1793, the Reverend Samuel Kirkland, a graduate of Princeton and for forty years a missionary to the Oneida nation of the Iroquois, founded an academy to serve the educational needs of both Indian and White youths. Known as the Hamilton Oneida Academy and built on a natural plateau overlooking the Oriskany and Mohawk Valleys, the institution became Hamilton College on May 26, 1812, when the Regents of the University of the State of New York granted to the Trustees a charter which enabled young men to earn the baccalaureate degree. Named after Alexander Hamilton, first Secretary of the Treasury and a member of the Board of Trustees of the Academy, the new college opened its doors for classes on November 1, 1812. Its academic leadership included President Azel Backus, a graduate of Yale, and three faculty members. Hamilton was the third college to be founded in New York State and the thirtieth in the nation.

The college that Backus headed offered a traditional curriculum to its students, one that emphasized the classical languages, philosophy, history, and mathematics. Over the next seven decades the College grew both in size and academic stature, but its curriculum remained traditional except for a special emphasis upon oratory. Indeed, Hamilton became well and deservedly noted for the excellence of its graduates in public speaking, founded upon a four-year public speaking requirement which continued until 1968. Today the curriculum continues to provide excellent training in speech, to the benefit of graduates who enter business, the legal profession, public service, the clergy, and teaching.

In 1858, study of the natural sciences at Hamilton was stimulated by the completion of the Litchfield Observatory, the thirteenth to be established in the country and, at the time, the site of the nation's second-largest telescope. Christian Henry Frederic Peters, director of the observatory, brought the first Ph.D. to the Faculty and international attention to the College through his discoveries of asteroids. Professor Peters died in 1890, and thereafter the observatory languished and finally was torn down. The telescope's pedestal remains on the campus as testimony to the work of Peters. In the summer of 1977, the College completed and dedicated a second observatory, thus honoring an old tradition with a revived interest in astronomy.

Student life in the nineteenth century was simple and rigorous, as students studied by lamp and kept warm by fires fueled by wood they themselves had gathered. Each morning, students met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the President. While the requirement of Chapel attendance has long since disappeared, Hooker's chapel, perhaps the most beautiful of the College's buildings,

continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamations and debates. Social fraternities were first founded during the 1830s, and eight continue to the present day. Athletic activities of the informal variety were the rule until well after the Civil War, when organized intercollegiate sports began to appear. A spirit of amateurism and widespread participation has continued to prevail at Hamilton in both intramural and intercollegiate sports.

The gradual growth of the College, which continued in the post-Civil War period, accelerated sharply in 1892 with the presidency of Melancthon Woolsey Stryker, the first graduate of the College to hold the post and a clergyman of national reputation. With explosive energy, Stryker introduced a program of expansion in resources, buildings, and reputation. Although the dynamism of his term was interrupted by World War I, his mark on the College remains. Indeed, his quarter-century rule is nostalgically remembered by many as the College's "Augustan Age."

Between the World Wars, President Frederick Carlos Ferry further strengthened the College's academic standards. After the unsettled period of World War II, Robert Ward McEwen assumed the presidency and provided strong leadership which led to a moderate but purposive increase in enrollment, curricular revision with emphasis on the physical and social sciences, and the establishment of a coordinate college for women.

In 1961, McEwen initiated a study of ways to enrich the intellectual life of the College without abandoning the intimate student-faculty relationships characteristic of Hamilton. Aided by some of Hamilton's trustees and faculty, he concluded that his goal could best be met by the establishment of a cooperating, yet independent, college adjacent to the Hamilton campus. He envisioned a coordinate relationship between Hamilton and the new college, each with a curriculum that was complementary to that of the other. Thus, under Hamilton auspices, Kirkland College opened in September of 1968 as the first independent women's college to be founded in the East since 1926. Named for Samuel Kirkland, Kirkland College graduated its charter class in the spring of 1972.

Under the leadership of President Samuel Fisher Babbitt, the new college brought to College Hill programs of study designed to meet the academic and personal needs of gifted young women. Men and women were able to cross-register at each college, and the curricular

opportunities afforded by the two institutions were substantially broader than those which would have existed if Hamilton had simply admitted women in 1968. Kirkland developed especially noteworthy programs in the arts and added to the Hill some first-rate buildings—most particularly the List Art Center. In 1977, the Trustees of Hamilton and Kirkland concluded that the two coordinate colleges should be joined into one coeducational college. Accordingly, Kirkland College was formally dissolved on June 30, 1978, and Hamilton College began the 1978-79 academic year as a coeducational institution with an undergraduate body of about 1,600 and a strong curriculum in the humanities, the sciences, the social sciences, and the arts.

Academic Purposes and Goals

The central purpose of the College is to develop in its students an understanding of the value and uses of the intellect, and by so doing, to prepare them for a life of enrichment and constructive influence free of the twin provincialisms of ignorance and arrogance. The College wishes to advance the personal fulfillment of its students, and through them, the well-being of others. The Faculty believes that this goal can best be reached through a course of study that is neither too general nor too specialized. The College seeks young men and women of intellectual promise who share a strong commitment to Hamilton's educational philosophy, for in its collegiate community, students and faculty together carry the important responsibilities for the quality of education. The College seeks to move students beyond the acquisition of specific knowledge and skills to a wider understanding of themselves, their environment, society, and the manner in which all three interrelate.

A Hamilton education is best described as mental effort under criticism. It is an effort designed to lead to self-education and the ability to deal with the crucial problems of our time in a morally and intellectually courageous manner. The Faculty believes that liberal learning, in its breadth and depth, is the appropriate foundation for society's leaders and that it is in the reconciliation of the universal with the particular that idealism comes to terms with reality. The intimacy of Hamilton's collegiate community allows full recognition of the important differences and talents that each student brings to the College, while it assists in developing informed and questioning modes of thought.

The liberal arts education at Hamilton is more than the sum of a number of academic courses; faculty and students, in a variety of ways (both curricular and extracurricular), create a general intellectual environment that encourages the formation of essential habits of the educated person—curiosity, rigorous observation, tolerant understanding, and enlightened judgment. Although the College does not attempt to teach a specific set of values, its faculty nevertheless recognizes its responsibility to teach students the importance of sound values and to encourage their development.

The opportunity at Hamilton for students to take their liberal education into their own hands is greater than at most other colleges. Yet the freedom accorded the undergraduate here is possible only so long as students and members of the Faculty see to it that the particular purposes of individual students fit within, and thereby support, the larger institutional purpose. There are few formal requirements at Hamilton because the Faculty, primarily through formal and informal advising, asks and expects students to strive to acquire:

First, an ability to think, write, and speak clearly, with precision and cogency.

Second, an informed acquaintance with, and a critical appreciation for the ways in which knowledge of nature and man is gained through experimental or quantitative methods of analysis.

Third, an informed acquaintance with a culture other than their own.

Fourth, an informed acquaintance with the historical and social forces that have shaped the present and may shape the future.

Fifth, some understanding of, and experience in thinking about, moral and ethical problems and issues.

Sixth, an informed acquaintance with some modes of literary, artistic, or musical expression, along with canons of criticism appropriate to them.

Seventh, relative mastery of the content and methods of some particular field of knowledge so that they can define the issues of a problem, develop the evidence that can reasonably be advanced on all sides, and reach a conclusion based upon an evaluation of the evidence.

Many institutions of higher learning do not state the general goals of a liberal arts education, or do so only through an explicit set of course distribution requirements. At Hamilton, students are accorded freedom to pursue their own educational interests, but their obligation to become

broadly educated is in no way lessened. Indeed, it is probably intensified, for they are forced to review periodically where they have been, where they are going, and how well their educational plan measures against the criteria set by the Faculty. Although each academic department allows a student the opportunity to specialize as a concentrator during the junior and senior years, all departments offer courses designed to meet the general goals of a liberal arts education as set forth by the Faculty of the College. A significant part of a student's development centers upon the fashioning of an appropriate sequence of courses that will address both the goals of the College and the student's own talents and taste. In this task each student is assisted by a faculty advisor.

Academic Program

The College Year

The College year at Hamilton is organized around fall and spring terms of approximately thirteen weeks and a winter term of three and one-half weeks. Students are expected to complete thirty-five courses for the degree, normally in a four-one-four pattern in the fall, winter, and spring terms of each academic year.

Students elect courses from among the offerings of twenty-two Hamilton departments and six interdisciplinary programs. For qualified upperclass students, the College's term in Washington and programs in France and Spain provide unusually rich off-campus educational experiences.

In recent years, during the winter term, the College has also offered study in England, the Soviet Union, Austria, Spain, France, Israel, and Egypt. These programs are conducted by members of Hamilton's faculty, usually within the curricula of particular departments.

Academic Advising

Since the Hamilton curriculum affords students a wide range of courses and disciplines within the liberal arts, the College relies heavily on a system of academic advising designed to help students plan and choose responsibly. Each advisor is a faculty member, and every faculty member with a term of service beyond one year serves as an advisor. Members of the Board of Advisors, a group selected by the Dean of the College, provide guidance to students during their freshman and sophomore years. After students elect their concentration, advising becomes the responsibility of faculty members in the appropriate disciplines. Certain members of the Faculty offer counsel to students preparing for various professions and careers.

During the summer before matriculation at Hamilton, students receive descriptions of courses open to freshmen. Each is asked to select tentatively four courses that are discussed with the advisor when the student arrives on campus in the fall. During the orientation period, students meet with advisors to determine a fall schedule; each student also takes a variety of placement tests and consults with departmental chairs to ensure that the appropriate course levels are selected. Students other than first-semester freshmen register in the fall for the winter and spring terms, and in the spring for the fall term of the next academic year. At each period of academic counseling, students are encouraged to plan not only for the coming term, but for their entire period of study at the College. They are also asked to review their progress toward meeting the educational goals of the College.

Hamilton's emphasis on the importance of advising by the Faculty is distinctive among colleges and universities. The advisor is more than a casual or occasional faculty contact: he or she serves as an experienced guide and often as a mentor and friend. Moreover, after the close of each academic year, the performance and course selections of each freshman and sophomore are reviewed carefully by the student's advisor in the presence of two additional members of the Board of Advisors. This "troika" system reflects the commitment of the Faculty to a strong advising system. Students may seek additional advice about their academic programs from the Office of the Dean of Students and especially from the deans in charge of academic advising for their class.

Concentration

Among the requirements for graduation is the successful completion of a concentration (major) offered by the several departments and programs of instruction. Senior Fellows are excused from this requirement (see Senior Fellowship Program). The specific disciplines and programs in which a student can concentrate are American Studies, Anthropology, Art (History of Art or Studio Art), Asian Studies, Biology, Chemistry, Classical Studies, Classics, Comparative Literature, Dance, Economics, English, Foreign Languages, French, Geology, German, Government, History, Mathematics, Music, Philosophy, Physics, Public Policy, Psychobiology, Psychology, Religion, Russian Studies, Sociology, Spanish, Theatre, and Writing.

The number of courses comprising a concentration normally ranges from eight to ten, depending upon the department or program. Specific descriptions of each concentration appear in the entries under "Courses of Instruction." For more information, see the section entitled "Concentration" under "Academic Regulations."

Winter Term

The central educational purpose of winter term is to provide an opportunity for students to study in a way not possible during the fall and spring terms: a subject or special interest—including many not available elsewhere in the curriculum—can be explored intensively (without competition from other courses). January is a month set aside for independent research, discovery, and exploration; for choosing to study something completely new; for studying in depth and on an advanced level material central to a student's academic program; or for electing time away to integrate educational growth with career plans.

During winter term, the College awards academic credit for a variety of courses and independent studies. Winter term courses normally have regular class meetings, papers, and examinations; winter term independent study follows the same procedures that are required for fall and spring terms. (See "Winter Term" and "Independent Study" sections under "Academic Regulations.")

Courses offered in the winter term are listed in this catalogue under "Courses of Instruction." Information about additional special courses taught by visiting adjunct faculty will be available in the fall, prior to registration for the winter term.

Students ordinarily participate in at least three of four winter terms during their academic careers at Hamilton. Although free to choose their own activity during the fourth winter term, students are advised to use it in a manner related to the general educational program. In this connection, the College encourages participation in internships, work-study programs, and career exploration during the winter term. (See "Independent Study" and "Internships.")

Hamilton College Junior Year in France and Academic Year in Spain

Hamilton College sponsors a Junior Year in France program. Enrollment is open to students whose preparation in French and intellectual maturity are sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of French. The program, directed in France by a member of the Romance Languages Department, begins with a session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams, Swarthmore, and Mount Holyoke Colleges, Hamilton also sponsors a program in Madrid. This program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of Spanish. Directorship of the program rotates among members of the faculties of the four collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain.

Hamilton College Term in Washington Programs

Hamilton College offers a program in Washington, DC, each term for qualified juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government, research, and writing. Students are responsible for their own living arrangements. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The program awards four course credits toward graduation, of which two (325 and 327) count toward a concentration in Government. To qualify for the program a student must have taken at least one of the following: Government 221, 228, 250, or 331. Completion of Government 229 is recommended. The program is not restricted to those concentrating in Government; it is also open to selected students from other colleges.

Senior Fellowship Program

Each spring the Dean of the College designates up to seven members of the junior class as Senior Fellows. Any student in the junior year may become a candidate by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are free of the conventional curriculum and they need not complete concentration requirements, but they may take such courses as are appropriate to their fellowship project and their educational goals. A written thesis is required at the close of the fellowship year along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Cooperative Engineering Program

To meet the needs of students who wish to combine liberal arts with education in engineering, Hamilton College has entered into cooperative arrangements with the School of Engineering at Columbia University, Rensselaer Polytechnic Institute, the University of Rochester, and Washington University. Under this arrangement, qualified students may plan a combined course of study in which the first three years are spent at Hamilton and the remainder, usually two years, at a cooperating institution. Upon completion of the program, the student receives a Bachelor of Arts degree from Hamilton and an engineering degree from the cooperating institution. Full details of this cooperative program may be secured from the Dean of Admission at Hamilton.

Cooperative Law Program

The Hamilton cooperative law program permits selected students to enter the Columbia University School of Law after completion of the junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia *juris doctor* degree after three years of study at each institution.

Cooperative Arrangements with Neighboring Institutions

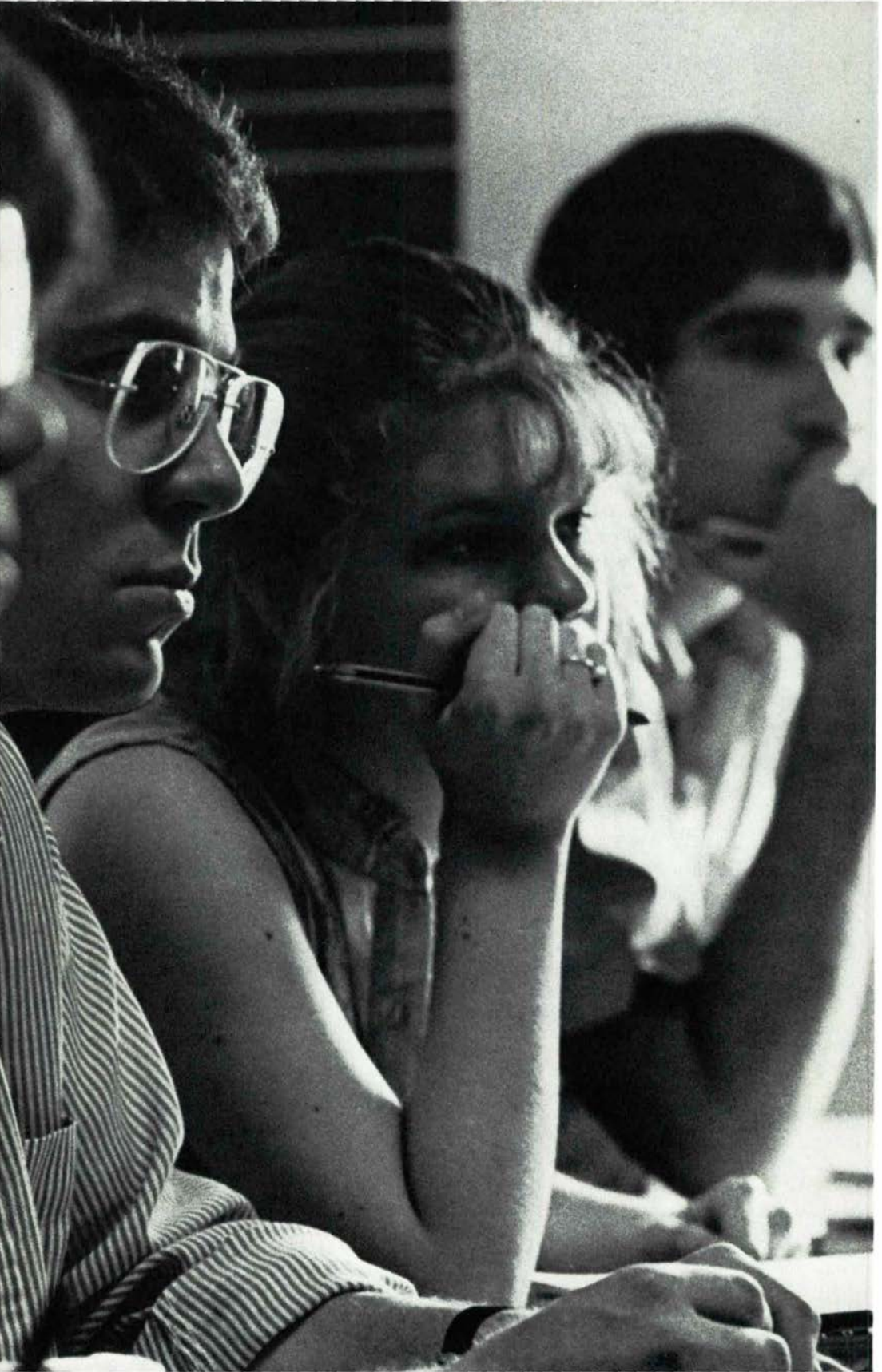
With the approval of the faculty advisor and the Committee on Academic Standing, a Hamilton student may take course work toward the baccalaureate degree at neighboring institutions. In recent years, students have enrolled in courses at Colgate University, Syracuse University, and Utica College of Syracuse University.

Williams College Mystic Seaport Program

Hamilton is one of eighteen institutions whose students are eligible to apply for the limited number of spaces in the one-semester program in American Maritime Studies taught at Mystic Seaport Museum, Mystic, CT. The program is accredited through Williams College. Students interested in applying should talk with an Associate Dean of Students before January 10 of the preceding year.

Study away from Hamilton

Qualified students may, with the approval of the Faculty, spend one to three terms studying in a foreign country or at another American institution and receive full credit toward a Hamilton degree. Interested students should consult with the appropriate dean well in advance of the term or terms in which they wish to study abroad or at another institution. Seniors must be on campus for their final term, except when their absence is due to their participation in a program of study sponsored and conducted by members of the Hamilton Faculty. (See also "Leaves of Absence" under "Academic Regulations.")



Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the following requirements established by the Faculty.

Course Units

Thirty-five full-credit courses (or the equivalent) must be completed with passing grades, and a grade of C− or higher (exclusive of pass/fail elections) must be achieved in at least one-half of the courses taken at Hamilton.

Residence

A student must complete at least 18 courses while in residence at Hamilton and be in residence for the final term of study. Residence means enrollment in programs sponsored by the College, on or off campus.

Time for Completion of the Degree

The normal pattern for earning the baccalaureate degree is four consecutive years of study, but the requirements must be completed within seven calendar years from the date of matriculation.

Concentration

A student must complete the requirements for a regular concentration, a double concentration, or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each term in their concentration unless granted an exemption by the departmental or program chair and the Committee on Academic Standing.

Regular Concentrations

Each student must declare a concentration near the end of the sophomore year. To enter a concentration, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration

While a single concentration is common, it is possible for a student to complete and gain recognition for concentrations in two departments or

programs, provided that approval to elect a double concentration is granted by the departmental or program chairs involved and the Committee on Academic Standing. Normally, approval to elect and declare a double concentration is granted only when the student makes a compelling case in writing to those whose approval is necessary. They will take into consideration the amount of progress the student has made toward meeting the first six of the College's academic goals (see p. 12), the extent to which this combination of concentrations encourages curricular distribution, and the total number of courses required to complete both concentrations. A student may not count a course as part of the concentration requirement in more than one department. When approved, both concentrations are listed on the official transcript. Petitions from those seeking approval for a double concentration will not normally be considered after the add period of the first term of the petitioner's junior year. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate departmental chair and the Registrar.

Interdisciplinary Concentration

A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate departmental chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for the double concentration.

Regular Concentration with Option of a Minor

A student with a concentration in a single department or program may also declare a minor in any department or program of instruction in which a concentration is available, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate departmental chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program, or committee under which the work is undertaken.

A student may not count a course as part of both the concentration and the minor. A student may not declare a minor after the add period of the second term of the senior year.

Standards for Written Work

The College requires minimum standards of correctness in all written work.

Each entering student is required to take a proficiency examination in English composition, and his or her performance on this examination is the basis upon which the English Department determines whether or not the student should be strongly advised to take English 110 during the first term of College. Whatever the performance in English 110, those who wish further practice in writing are encouraged to elect English 120. Any member of the Faculty may inform the Associate Dean of the College that a student has not met the required standards in the written work of a course, even if the student receives a passing grade in the course. A student who accumulates two or more such warnings must take remedial work through the Writing Tutorial Program or by such other means as are approved by the faculty member who supervises the program. Such a student may not be graduated from the College until the Committee on Academic Standing is satisfied with his or her competence in writing.

Standards for Oral Work

The College requires minimum standards of effectiveness in all prepared oral presentations.

Each freshman is required to take a scheduled proficiency test in the form of a brief prepared speech on a topic of his or her choosing before a small group of freshmen and at least one member of the faculty of the Speech Department. The student's performance is the basis upon which the Department determines whether or not the student should be strongly advised to enroll in an introductory level speech course. After proficiency testing, the Department provides faculty advisors with the names of those students for whom an introductory speech course is strongly recommended, as well as the names of those students judged able to pursue more advanced work.

Any member of the Faculty may inform the Associate Dean of the College that a student has not met the College's standards for oral presentation in a course, even if the student receives a passing grade in the course. A student who accumulates two or more such warnings must take remedial work in a tutorial program offered by the Speech Department, or meet the requirement by such other means as the

Department may approve. Such a student may not be graduated from the College until the Committee on Academic Standing has determined that the student meets the College's standards for effectiveness in speaking.

Library Instruction

All students must complete a short course in library instruction during their first year. The purposes of the course are to familiarize students with library resources and services and to introduce them to basic techniques of research.

Physical Education Requirement

Every student must participate in the program of instruction offered by the Physical Education Department.

Each student is required to pass tests in swimming and physical fitness, and to demonstrate proficiency in two of the seasonal sports listed below (one fall and one winter sport) or to meet an equivalent standard subject to departmental approval. Instruction is available in tennis, squash, golf, ice skating, badminton, racquetball, volleyball, judo, swimming, fencing, platform tennis, and general physical fitness. Once students have passed the test or tests for the seasonal program, they are excused from further attendance until the next season's activity begins. In most instances the requirements are met in the freshman year; all students are required to complete the physical education requirement no later than mid-term of the second semester of the junior year.

Transfer students should register for a physical education course upon matriculation and consult with the departmental Chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees

All students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College, and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral *in absentia).*

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The Code covers all course work and course examinations at Hamilton College during a student's

college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the Honor Court Chair.

Independent Study

After the first term of the freshman year, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate departmental chair, the student's faculty advisor, and the Committee on Academic Standing. Normally arrangements are completed in the term preceding that of the independent study, and late petitions may be denied. The Faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. Independent study requires discipline and responsibility; therefore, a student normally will not engage in more than one, and cannot engage in more than two, independent studies in any one term.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in creative arts, such as poetry, fiction, musical composition, or visual arts.

Internships

The College recognizes that an internship or an apprenticeship experience can be a valuable supplement to a student's academic program. Students beyond the freshman year (eight courses) who are in good standing are eligible to engage in such internships and apprenticeships. Although academic credit is not awarded for such activities, a student may obtain from the project supervisor a letter of evaluation. The Office of the Dean of Students will place the letter in the student's permanent file. Under the direction of a regular member of the Faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may at the same time be enrolled for independent study credits according to the general policies that govern independent study at the College.

Independent Coverage of Course Work

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. Such study is ordinarily undertaken during the summer recess and permits the student

to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding term.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental chair, the faculty advisor, and the Committee on Academic Standing. The fee for independent coverage is $350, except when undertaken during a term in which the student is enrolled full-time, in which case the independent coverage counts as one of the thirty-seven courses available to the student through the payment of regular tuition.

Winter Term Regulations

A winter term course or independent study is counted as one of the 35 courses required for graduation. The grade earned is included in the student's cumulative average. No student may take more than one course or independent study in any winter term.

Independent studies are approved by the same procedures that apply for the fall and spring terms. A student who wishes to register at another institution during winter term may do so provided that the chosen course of study has been approved by the Committee on Academic Standing (see "Transfer of Credit" below).

Students may change courses during the first two days of winter term. A winter term course may be dropped until mid-term. No penalty is assessed for dropping a course except that the course counts toward the 37 which a student can elect without extra charge. After mid-term, a student may drop a course without the penalty of failure *only* if approval is granted by the Committee on Academic Standing.

No rebate on tuition will be made to a student who does not elect or who chooses to drop a winter term course or independent study.

Course Election

Both Hamilton's committment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain the permission of the chair of the department that offers the course.

Full-time students normally elect four courses during both the fall and spring terms. During each of these terms, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing. (See also

"Over-election Fee" under "Tuition and Fees.") During the winter term, students may elect only one course or independent study.

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see Admission).

Course Changes for Fall and Spring Terms

A student may change (add or drop) courses during the first four calendar days of fall and spring terms after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

After the first four calendar days of either term, a student who is taking four or more courses may drop a course *up to one week after mid-term*, provided he or she has the approval of the advisor and of the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Over-election Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* if approval to do so is granted by the Committee on Academic Standing. Only extraordinary circumstances warrant the Committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the term with one of 14 grades. Each of these grades has a numerical equivalent which is used to determine a student's average and standing in class. The lowest passing mark is D minus.

The letter grades with their numerical equivalents are shown below:

Excellent	=	A+	(98)	A	(95)	A−	(92)
Good	=	B+	(88)	B	(85)	B−	(82)
Satisfactory	=	C+	(78)	C	(75)	C−	(72)
Poor	=	D+	(68)	D	(65)	D−	(62)
Failure	=	F	(55)				
Serious Failure	=	FF	(40)				

After the end of the term, reports of final grades are sent by the Registrar to the student, the advisor, and the student's parents or guardians.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final

examination in a ratio determined by the instructor. When a student elects to take a course on a pass/fail basis, standing in the course is represented by the notation of P* (pass) or F* (fail). When an independent study or an appropriately designated course is carried for two terms, the grade reported at the end of the first term is tentative. The grade assigned by the instructor at the end of the second term becomes the final mark for both terms.

Failure in a Course

Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included in the cumulative average. A failed course may not be counted toward the 35 course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

An instructor, after warning the student, may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the Committee concurs, a grade of F will be entered on the student's record.

Grades of Incomplete and Grade Changes

No grade of incomplete may be reported by an instructor without the approval of the Committee on Academic Standing. Such approval is given rarely and only for circumstances beyond a student's control, such as medical or family emergency. Approval permits the student to complete the required work for the course no later than six weeks from the end of the term for which the grade of incomplete was assigned.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the Associate Dean of the College.

Pass/Fail Option

To encourage greater breadth in course election, the Faculty has adopted a rule that allows a student to elect four courses over the four-year period on a pass/fail option. No more than one such option may be exercised in any given term. Graduate and professional schools generally look with disfavor on the use of this option in course work considered crucial to the graduate field.

The pass/fail option is subject to the following rules:

1. No freshman is permitted to use the pass/fail option in the first term.
2. Unless the instructor asks, he or she will not be informed which students are taking a course on the pass/fail option.

3. The student must inform the Registrar of his or her intention to use the pass/fail option no later than the first four calendar days of fall and spring terms, and the first two days of winter term.
4. The pass/fail option cannot be used in the student's department of concentration in the junior or senior year.
5. To qualify for a "pass," a student must earn a D minus or better.
6. Pass/fail will not be included in the student's average.
7. Although the instructor reports a regular grade, the student's record will indicate only a pass or fail.
8. The pass/fail option cannot be used in any of the five courses constituting a student's minor.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for the term and cumulatively for all work taken at Hamilton. Grades in courses accepted for transfer credit are excluded from the student's average. A student is assigned a specific ranking in the class, which appears on the permanent record. This information is available to the student and to those parties authorized by the student to receive it.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France program, the Academic Year in Spain program, and the Hamilton Term in Washington are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and, when possible, his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class, and for knowledge of the next assignment.

When an instructor believes that lack of attendance is proving injurious to a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The student who fails to heed such a notice may be dropped from the course in accordance with the procedures outlined above.

Excuse of Illness

The College's policy is to grant such excuses only for the period of time that the student is confined to bed in the Health Center or elsewhere upon the order of a College physician or nurse. Should a faculty member require an official excuse, the Office of the Dean of Students will provide it after consultation with the Health Center.

Papers and Examinations

Hour examinations normally shall not be given during the last two weeks of the fall and spring terms. All papers, including term papers, shall be due no later than the last scheduled day of classes.

The final examination period consists of six days, with two scheduled examination sessions per day. A student may request rescheduling of a final examination only when the student is scheduled to take more than one examination in a single session. The student should address the request to his or her instructor. If the rescheduling presents a problem for the student or instructor, the student should consult with the Office of the Dean of Students.

Academic Standing

The Faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege which a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is ineligible for any prize competition but remains eligible for financial aid.

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College, or who withdraws, is required to cease residing on the campus within forty-eight hours, unless permission to remain longer is granted by the Dean of Students.

Mid-term Warnings

At mid-term in the fall and the spring, instructors normally submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive

copies of these mid-term warnings. A student who receives two or more such warnings in the same term must consult with the dean in charge of academic advising for his or her class.

Class Status

The Registrar's Office determines class status by the number of courses a student has completed satisfactorily: freshman (1 through 7 units), sophomore (8 through 16 units), junior (17 through 26 units), and senior (27 units and above).

Separation from the College for Academic Deficiency

The Committee on Academic Standing is charged with administering these regulations in consultation with advisors and instructors.

At the end of each term, the Committee on Academic Standing examines the record of each student. Students who are judged to have performed significantly below their academic potential will be warned. Unless an exception is made for unusual circumstances, the Committee will normally *suspend* from the College students who have:

1. failed to pass at least half of the courses carried during the term;
2. accumulated failures in a total of five courses;
3. incurred a third probation.

A student who is suspended from the College for academic deficiency is notified in writing of the Committee's decision, the reasons for suspension, and the conditions under which he or she will be considered for readmission.

The Committee may *expel* a student from the College for reasons of academic deficiency. Expulsion means that the student may not be readmitted and will have no further opportunity to qualify for a Hamilton degree. A senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration will be expelled. In addition, a student suspended from the College for academic deficiency who is readmitted and who again warrants separation on the basis of academic record will normally be expelled from the College.

Academic Probation

The Committee on Academic Standing will place on academic probation for the succeeding term of attendance a student whose sub-standard achievement is reflected in the term's final grades in at least one of the following ways:

1. failure in two courses in the term;
2. failure to earn grades of C— or higher in at least two courses;

3. failure of a junior or senior to maintain a cumulative average of 72 or higher in those grades earned since junior status;
4. failure in any course by a student on probation.

A student who is on academic probation is ineligible for any prize competition. The Committee on Academic Standing may prevent or limit such a student's participation in intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations. A student readmitted to the College after being suspended for academic deficiency will be placed on academic probation for one term.

If the achievement of a senior is sub-standard during the final term at Hamilton, the senior's degree may be withheld upon the recommendation of the Committee on Academic Standing.

Permanent Record

A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judiciary Board and the Committee on Student Activities (social infractions), or the Honor Court and the Academic Council (academic fraud) shall have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "separated from the College on (date) _____ for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three terms of study in an approved program overseas or at another American institution or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transfer credit can have a significant effect on the meaning and value of the Hamilton degree. The College considers transfer credit a privilege, rather than a right, and evaluates carefully the merits of all transfer credit petitions.

The conditions for transfer credit are as follows:

1. Students planning study away from Hamilton should complete the transfer credit petition and receive the approval of their advisor and the appropriate departmental chairs well before leaving campus. Students who change their programs after leaving campus should seek approval of substitute courses upon their return, but may

discuss substitutions in their programs with the deans in charge of academic advising by mail or telephone.

2. All students planning to study abroad must first discuss their plans with the deans in charge of foreign study, preferably by the middle of the preceding term. Normally, only students with an 82 average or better will receive an approved leave of absence for foreign study.
3. Courses must be taken at an accredited institution and must be considered by Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions, and upperclass students must receive special permission to transfer courses from two-year institutions.
4. Each course must be approved by the chair of the Hamilton department or program that would offer the course here. The departmental chair will indicate when a course may also be approved for the concentration or minor. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability.
5. Grades must be the equivalent of C− or higher, or must follow the rules for pass/fail as stated in the Hamilton Catalogue.
6. A maximum of seventeen units taken elsewhere may apply toward a Hamilton degree. Normally, no more than two course credits will be granted for study during a summer.
7. Seniors must take their final term at Hamilton College.
8. The Committee on Academic Standing grants final approval of all transfer credit petitions and will consider requests for exceptions to the above conditions.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. Courses taken on a pass/fail basis will be accepted and will count toward the maximum number of pass/fail elections allowed Hamilton students.

Transfer credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript with the grade assigned by the awarding institution; the grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Transfer credit may not be used to satisfy the baccalaureate requirement that half of the courses taken at Hamilton must have grades of C− or higher.

Foreign students who enter Hamilton as freshmen and desire transfer credit for work done at a foreign college or university should consult with the Office of the Dean of Students during their first year.

Transfer Students

Transcripts of college work to date will be reviewed by the Office of the Registrar, in consultation with the Committee on Academic Standing, to determine the course units that will be accepted toward graduation credit. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program (18 courses) at Hamilton to receive a Hamilton degree.

When the transcript has been received, the Registrar will send the transfer student a statement of accepted courses and will enter the courses and grades on the student's Hamilton record.

All transfer students must take the proficiency examinations in English composition and speech. They must consult with the Physical Education Department regarding completion of the physical education requirement and with the Library concerning the short course on library instruction. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

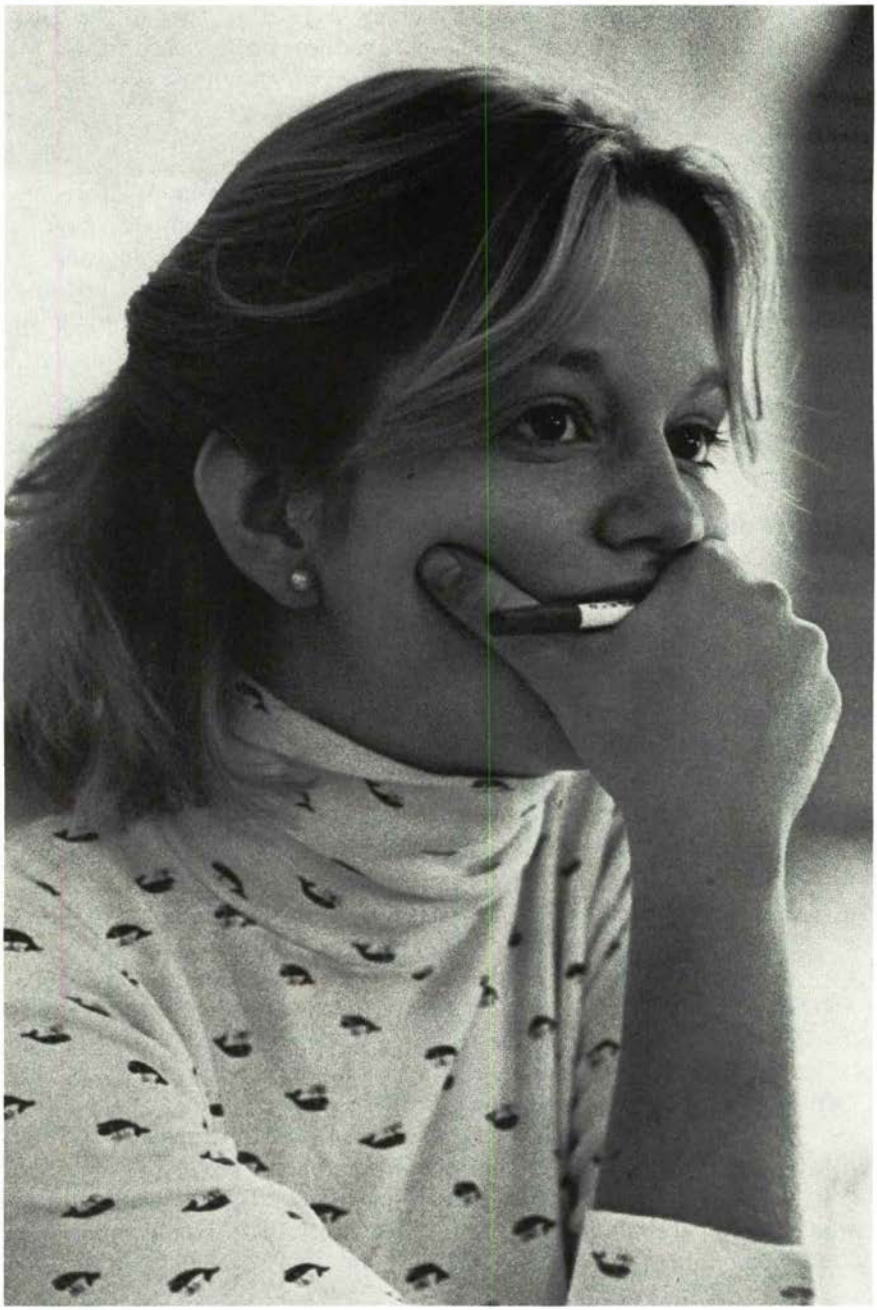
Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first term of the sophomore year. The Committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence and Withdrawals

A student may withdraw from the College for an academic, personal, or medical leave of absence. Such students should consult with their advisors and the appropriate dean prior to withdrawal.

A student who withdraws from the College for an unspecified period of time must apply to the Office of the Dean of Students for readmission



(see below, "Readmission") at least ninety days in advance of the date of return. Students who are on an approved leave of absence for a specified period of time may return at the end of that time if they preregister and return the other required forms.

Academic Leave of Absence

A student who plans to pursue a full-time academic program either overseas or at a U.S. institution may apply for an academic leave of absence by consulting with the deans in charge of academic advising. Procedures for obtaining approval of the proposed course of study and securing transfer credit are described in the section above, "Transfer of Credit to Hamilton for Study Away."

Personal or Medical Leaves of Absence

A student may gain approval for a personal or medical leave from the Dean of Students.

Readmission

Students who have been suspended or who have taken leaves of absence for an indefinite period of time must apply to the Office of the Dean of Students for readmission no later than ninety days before the intended date of return.

Continuation at Hamilton

A continuation fee (see "Tuition and Fees"), deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by April 1 of each year. Students may not preregister for fall courses unless the fee has been paid. Students who fail to preregister will be assumed to be withdrawing from the College and may not participate in the room lottery. In order to be eligible to return to Hamilton, such students must file the appropriate withdrawal form with the Office of the Dean of Students (see "Leaves of Absence" above). Students with an approved leave of absence for the following fall are not required to pay this fee.

Students whose plans are uncertain should pay the fee and notify the Office of the Dean of Students by April 1 that their plans for the fall term may change. The continuation fee can be refunded as late as June 1 if the student decides not to continue in the fall.

Preregistration for fall courses takes place in early April. All students who plan to continue in the fall must preregister by the published deadline.

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act (Buckley Law) are described in the Appendix.

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships, and prizes are described in the Appendix of the Catalogue. A list of those awards presented in 1981-82, along with their recipients, follows the descriptions.

Commencement Honors

Those students who complete the entire college course with a standing in the first five per cent of the graduating class will earn general honors and receive the baccalaureate degree *summa cum laude*; those in the next ten per cent, *magna cum laude*; and those in the next ten per cent, *cum laude.*

The two students who attain the first and second highest standings for the college course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have studied at Hamilton College for at least three years.

Departmental Honors

Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses which satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. These criteria are listed in the departmental entries which appear in the section on Courses of Instruction.

Dean's List

The College also recognizes academic achievement at the conclusion of the fall and spring terms. At these times, the Dean of the College makes public the names of those students in each class whose academic averages for the term were 90 or above.

Phi Beta Kappa

The Hamilton College Chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for intellectual distinction. In the fall, the chapter may choose not more than ten seniors having especially distinguished records during their first three years. Other seniors are elected in the spring and at Commencement time. Transfer students may be elected on the basis of two years' grades in Hamilton courses. Except by unanimous consent of the chapter, not more than one-tenth of the class may be

chosen. In examining the academic records of candidates for election, the chapter takes into consideration their fulfillment of the academic purposes and goals of the College.

The Society of Sigma Xi

The Hamilton College Chapter of the Society of Sigma Xi, the national honor society in science, was installed in 1965. The Society's purpose is to encourage original investigation in science, pure and applied. Students who show marked aptitude for research are eligible for election to associate membership. Nominations are usually based on the student's performance in the Hamilton Independent Study program.

Phi Sigma Iota

Iota Nu, the Hamilton chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Psi Chi

The Hamilton Chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate, and

maintain scholarship of the individual members in all fields, particularly in psychology.

Fellowships, Prizes, and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general course work, or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Post-graduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist its students in their plans for post-graduate study and employment. The members of the Office of the Dean of Students, and especially the Associate Dean in charge of advising juniors and seniors, regularly advise students on post-graduate planning, as does the staff of the Career Center. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately forty per cent of the men and twenty-five per cent of the women have entered graduate or professional schools directly after college. Since many Hamilton students undertake post-graduate study, proper education for such work is an important aim of the curriculum. About forty per cent of recent seniors elected to take jobs after graduation. As they begin to plan for their post-graduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center, located in the Kirner-Johnson Building, offers a number of workshops and services to assist students in exploring career options, preparing for job searches, and planning for graduate and professional schools. Students are strongly urged to visit the Center in their first or second year at Hamilton. The Career Center arranges career seminars, campus visits by employers and representatives of graduate and professional schools, and a program of vocational advice and assistance from alumni. The office maintains an extensive library of reference books and catalogues concerning graduate study in the United States and abroad, as well as information on internships, volunteer programs, summer employment, and off-campus academic programs. The Center also aids students in finding part-time employment during the academic year. Finally, the Center acts as a clearing house for students who wish to establish a permanent file of credentials.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know what courses will enable them to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful toward

graduate work in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist, and frequently to other social scientists.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish, or a non-western language will be helpful.

Whatever the interests may be, a student contemplating graduate work should consult the catalogues of major universities for the requirements. (A broad selection may be found in the Career Center.) The knowledge so gained will permit useful planning in consultation with the appropriate departmental chair.

Health Professions

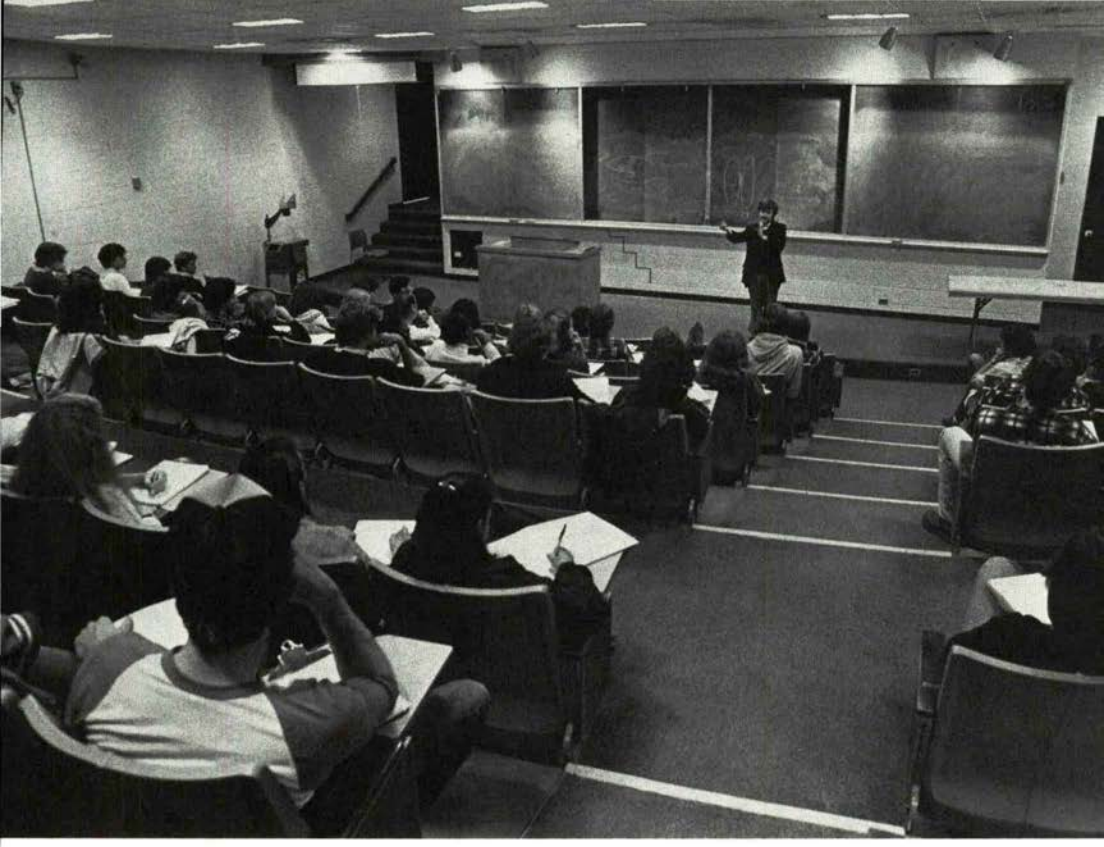
Virtually all accredited medical and dental schools require one year of English, one year of biology, two years of chemistry, and one year of physics. Further requirements and recommendations are extremely varied. Those for schools of Veterinary Medicine are generally more rigid, those for Nursing and the Allied Health Professions often more flexible. Students interested in any of these careers are invited to consult with the Health Professions Advisory Committee as they plan a course of study to meet requirements for admission to the schools of their choice.

Law

In recent years, many Hamilton students have entered law school immediately upon graduation. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by a Pre-Law Committee composed of faculty members and the Director of the Career Center.

Teaching

Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. Students interested in a career in



primary and secondary school teaching should plan their course of study so as to prepare themselves for entrance in a post-baccalaureate MAT program. The Associate Dean in charge of advising juniors and seniors and the Career Center can be of assistance to such students.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking, and writing; a wide choice of courses, including economics and/or mathematics; and concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of business administration are strongly advised to take mathematics at least through the calculus.

Engineering

Please see Cooperative Engineering Program (under "Academic Program").

AMILTON

Admission

As a liberal arts institution, Hamilton encourages applications from young men and women of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion—be it scholastic or extracurricular.

The Board of Admission, composed of seventeen members of the faculty and administration, reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive. In choosing between clearly qualified candidates, the Board will give some preference to sons and daughters of alumni, as well as to applicants from geographic regions not already well represented in the College. The Board also seeks to identify talented students from minority groups or from backgrounds unfavorable to the development of academic potential.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program of at least sixteen units, including such preparatory subjects as English, mathematics, foreign language (ancient or modern), science, and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, two years of science, and three years of *one* foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

Some courses of study at the collegiate level may require a student to have placed special emphasis on certain subjects while in secondary school. For example, candidates who intend to pursue a foreign language at Hamilton are urged to study it during their senior year of secondary school. Similarly, prospective students planning to enter the Cooperative Engineering Program are advised to concentrate on mathematics and the physical sciences during high school. In all instances, applicants are expected to design a challenging academic program for their senior year, during which time they should enroll in at least four college preparatory courses.

The deadline for submitting applications is January 15.

An application consists of the following pieces of information: the application form itself, a student summary form, a secondary school report, a mid-year school report, a teacher reference form, and a special talent form (optional). In addition, applicants must write an essay and submit a sample of expository prose written for an English or history course. Candidates must also submit results from either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the ACT Assessment of the American College Testing Program. Applicants are encouraged (but not required) to take the Achievement Tests of the College Entrance Examination Board and to submit the results of any three of these tests. All testing must be completed by February 1 of the calendar year in which the applicant wishes to enroll.

Because the Board of Admission wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled between May 1 of the junior year and February 15 of the senior year. The candidate should write or telephone the Admission Office (315-859-4421) to request a specific date for an appointment. Because interview slots are limited and are often booked months in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9:00 a.m. to 4:00 p.m. The office is also open on most Saturdays from 9:00 to 11:30 a.m. from September through February 15, but candidates are encouraged to visit the campus on a weekday if possible. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumnus or alumna of the College may be arranged. An off-campus interview should be requested in writing as early as possible during the senior year but only after the application has been filed.

A campus visit should involve more than just an interview. Applicants are also encouraged to take a tour of the campus, visit classes, talk with faculty and students, and eat in one of the dining halls. Overnight accommodations are available with student hosts or in the Bristol Campus Center. In either case, the Admission Office recommends that students make reservations ahead of time and will be glad to assist them with any arrangements.

Early Decision

Candidates who have investigated colleges carefully and have decided that Hamilton is their first choice are encouraged to apply under the

Early Decision program. Under this program, applications completed on or before December 1 will be reviewed at that time, and those candidates will receive decisions on their applications by December 15. Candidates who complete their applications after December 1 will be notified within two weeks of the receipt of their final materials. Early Decision applications may not be filed after January 15, and Early Admission candidates (see below) may not apply under this program. Applicants who have filed regular applications and who subsequently decide that Hamilton is their first choice may request consideration under the Early Decision program any time prior to January 15.

Early Decision applicants must withdraw all other college applications and may file no additional ones if they are accepted at Hamilton, so students should only apply if they are certain that Hamilton is their first choice. Applicants who are not accepted under Early Decision are usually deferred, and their applications are reviewed again under the regular admission process. A final decision will be mailed in mid-April to these students. If an Early Decision applicant applies for financial aid and is admitted, a financial aid decision will be mailed at the same time.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon receipt of the required registration deposit of $100. Candidates requesting deferred admission should understand that they are expected to attend Hamilton and may not apply to other colleges during their year off.

Admission with Advanced Placement

Entering freshmen who score satisfactorily on the Advanced Placement tests given by the College Entrance Examination Board may be awarded, with the approval of the appropriate department and the Committee on Academic Standing, advanced placement and/or credit. Information on these tests can be obtained from the College Entrance Examination Board. In addition, entering students previously enrolled in early

admission, enrichment, or similar college-level programs offered by two- or four-year colleges may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, course credit, or both. Such credit, however, is usually granted only for course work taken on college campuses with regular college faculty in competition with college students.

Common Application

Hamilton, together with many other colleges, accepts the Common Application Form available in many secondary schools. Like all other applicants, students who submit the Common Application Form are also asked to supply a sample of their expository writing and are strongly encouraged to visit the campus for a personal interview.

Higher Education Opportunity Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for admission to the College, counseling, and tutoring. Hamilton College financial aid funds are available to students admitted under HEOP. For further information, applicants should contact the Director, Higher Education Opportunity Program, Hamilton College.

Transfer from Other Colleges

The College is interested in the well-qualified, highly motivated student who wishes to transfer to Hamilton from another institution. Because of the College's graduation and residency requirements, no transfer student can be admitted as a member of the senior class.

Transfer candidates must submit official records of all collegiate work accompanied by two letters of recommendation, one of which must be from the Dean of Students at the institution most recently attended. The deadline for fall transfer applications is March 1; admission decisions are mailed in mid-April. The deadline for spring transfer applications is December 1; admission decisions are mailed by January 1. Special consideration is given to graduates of junior or community colleges. Financial aid is available to accepted transfer students who demonstrate need.

Foreign Students

Applications from superior students from other countries are encouraged. Normally foreign students are asked to complete a preliminary application to establish that they are qualified for admission. Foreign students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their primary language is not English. A limited amount of financial aid is available to foreign students demonstrating need.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the Director of the program at the Admission Office.

Applicants are initially accepted as either full- or part-time students in the program, which of itself offers no degree. Each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation.

The Hamilton Horizons Program provides older students with the same educational opportunities offered its regular undergraduates. The program offers no distinct courses for adults, no evening or special weekend courses, and no adjunct faculty. Instead, Hamilton's facilities are shared by all.

Tuition and Fees

A college education of the kind offered by Hamilton is necessarily expensive—so expensive that tuition represents but one-half the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends, and foundations. Yet, even though the individual expense is thus substantially reduced, nearly 45% of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities, and loans established to defray further the high cost of education. For detailed information, refer to the Financial Aid section of this catalogue.

Charges for a year at Hamilton, including tuition and fees, room, and board, total $10,600. Beyond this, a student will need an additional $200-250 to cover the cost of books and supplies, plus approximately $500 for personal expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee

A non-refundable fee of $30 must accompany each application for admission.

Registration Deposit

A non-refundable deposit of $100 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit

An initial guarantee deposit of $50 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Tuition and Other Charges for 1982-83

Tuition and Fees	per year	$7,950
Room (in College dormitories)	per year	1,250
Board (in College dining halls)	per year	1,400

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the Faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is determined solely by course load, at a rate of $990 per course.

Overelection Fee

Four years tuition entitles the student to 37 courses—two more than are required for graduation—taken at anytime during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 121-122, 131-132, 141-142, 221-222, 231-232, 271-272, and 331-332) pay an overelection fee of $990 per additional course.

Room and Board

The charges listed above apply only to those students who live in College dormitories and eat their meals in College dining halls. Rates for room and board in fraternities are determined by each house.

The College asks that all unmarried students not residing at home live in either a College dormitory or a fraternity house; exceptions to this policy may be granted by the Assistant Dean of Students. College rooms are furnished with a 6'6" bed and mattress, desk, chair, and dresser for each occupant. Any student who moves from his or her dormitory to a fraternity house before the second week in the term has ended will receive a rebate. Because of dormitory financing commitments, however, students who move after this time will not be so entitled.

Students who elect an alternate meal plan (i.e., a plan offering fewer than 19 meals per week) will receive a rebate of $50 on their board bill, provided the Assistant Dean of Students is notified within two weeks of opening date of the term. Students permitted to provide their own board will be assessed a service charge of $45 each term for this privilege. Students who will be off-campus during the month of January for winter term may apply at the Business Office at the end of winter term for a board rebate (approximately $50.00).

Continuation Fee

A continuation fee of $200, deductible from the fall bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be charged to the student's account in March, to be paid on or before April 1. Students may not preregister until the fee is paid. It is non-refundable after June 1.

Medical Service

Services include professional care, medicines, treatments, and X-rays at the College Health Center. Such services are free, except medications and diagnostic tests that exceed $3.00 during the course of routine prescribed treatment. Board for in-patients not on the College meal plan is charged at the regular College rate.

Group Accident Insurance

Accident insurance is extended without separate charge to all regularly enrolled students.

Coverage under both the Basic and the Major Medical Plans runs for nine months, from September through May, and affords protection against all accidents, whether sustained at the College or elsewhere. Treatment must commence within 180 days of the accident. All bills for charges accumulated during a given treatment must be presented to the College within two years of the incident.

The Basic Plan will furnish up to $500 for any medical or surgical treatment, including hospitalization; for the services of trained nurses; and for other medical expenses that may be required as the result of an accident. However, when hospitalization is required, the Basic Plan provides for a *coordination of benefits* with any other insurance plan under which the student is covered. Excluded are the costs of eyeglasses, hearing aids, and examinations for the prescription and/or fitting thereof.

For treatment of any injury *not* sustained during approved athletic events, the student will provide the first $50. Thereafter, the Basic Plan will take effect as described above. Participants in varsity or approved intramural sports are not subject to this deductible clause.

In addition to the Basic Plan, the College maintains a Major Medical Plan, under which the insurance carrier will pay 80% of the expenses in excess of $500 and up to a maximum of $7,500 per accident.

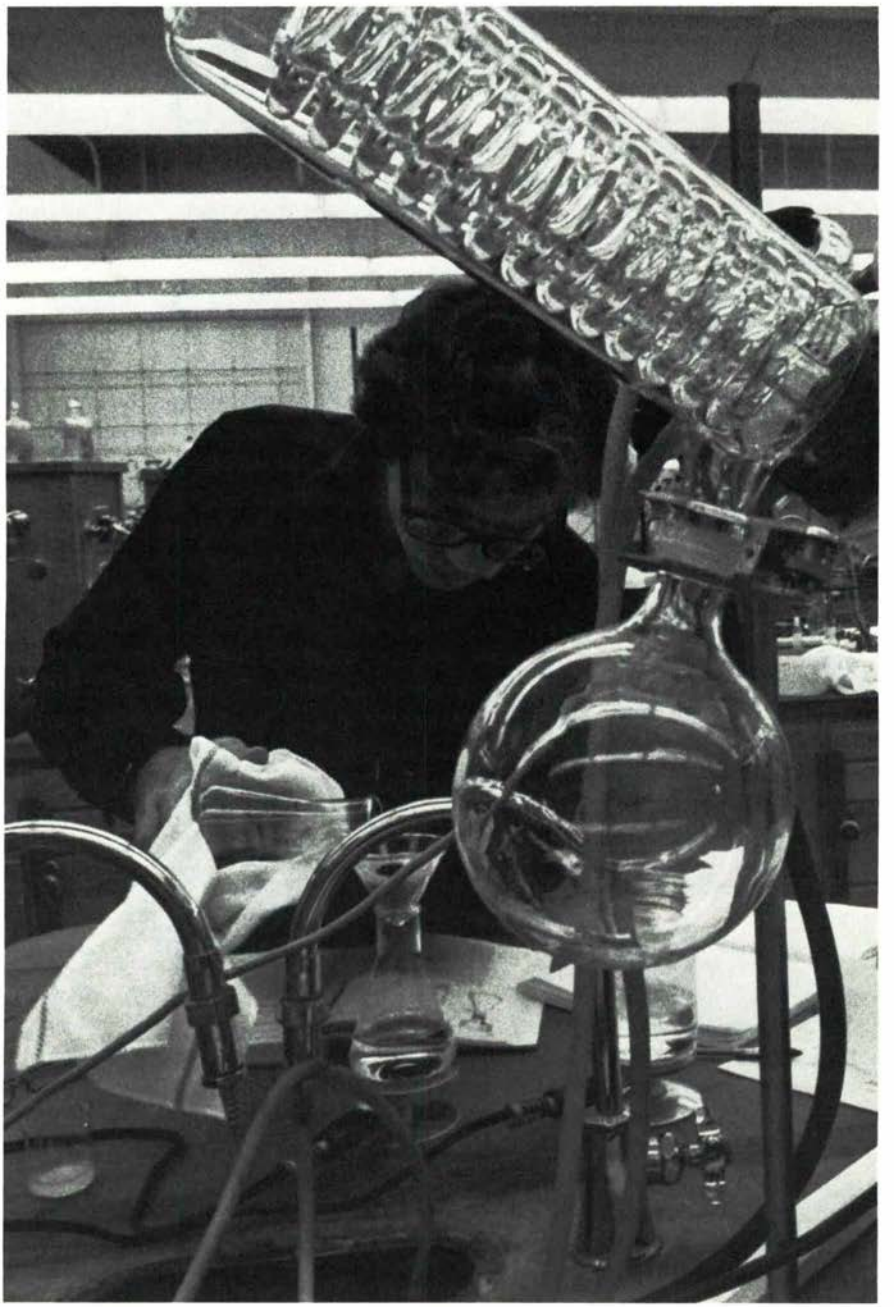
Other than those provisions described above, the College assumes no responsibility for medical or health services to its students.

Independent Coverage Fee

A fee of $350 is charged for an approved independent coverage of a course. (See "Independent Coverage of Course Work" and "Academic Programs.")

Music Fees

Private vocal and instrumental instruction is available during the fall and spring terms. The student may choose between two alternatives: ten weekly half-hour lessons for $90, or ten weekly hour lessons for $180. During the winter term, instruction is available at $9 per half-hour and $18 per hour. Students on scholarship are entitled to financial assistance and can obtain the necessary information from the Director of Financial Aid.



Charges for Damage

The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual dormitory damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of the academic year.

Payment of Bills

One half the annual charges is billed in July; the other half, in December. Both are mailed to the student's home address for payment on or before August 15 and January 15, respectively. During the academic year, all other bills are mailed to the student's campus address and are due by the last day of the month.

Numerous lending organizations and banks offer plans by which to finance tuition and fees. Such plans allow for payment periods of up to 72 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have grades recorded, or obtain a transcript.

All refunds to a student withdrawing from the College are based on the date on which the student, parent, or guardian notified the Dean of the College of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily, or due to illness, or who are dismissed during any semester is stated below. No other refunds are possible.

Tuition and fees are refunded as follows:

1. Withdrawal or dismissal during the first two weeks of the semester: 80 percent.
2. Withdrawal or dismissal during the first four weeks of the semester: 40 percent.
3. Withdrawal or dismissal during the first six weeks of the semester: 20 percent.
4. After six weeks: no refund.

Room charges will not be refunded if a student withdraws after the start of classes. Board charges will be refunded on a *pro rata* basis.

Students who feel that any fee or refund has been incorrectly computed may appeal to the Chief Business Officer.

HAMILTO
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HAMILTON COLLEGE
WOMEN'S
ATHLETICS

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes grants, part-time employment, and long-term loans. Through such financial assistance, it adds depth to the student body and attracts individuals of diverse interests and backgrounds. Although any candidate for admission is eligible to apply for financial aid, awards are made solely on the basis of need.

Hamilton is a member of the College Scholarship Service of the College Entrance Examination Board. To assist the College in determining an applicant's need for financial aid, the Service uses the Financial Aid Form (FAF)—the only form that need be filed by an entering student. The FAF must be filed with the College Scholarship Service by February 1, 1983. If it is filed after that date, a photocopy should be sent directly to Hamilton's Director of Financial Aid at the time of filing. The FAF will ensure the candidate consideration for any Hamilton scholarship or federal awards administered by the College to which he or she might be entitled. This form may be obtained from a secondary school or from the College Scholarship Service, Box 2700, Princeton, NJ 08541, or Box 380, Berkeley CA 94701. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, NY 13323. In lieu of the FAF, the College will also accept the Need Analysis Form or other services approved by the United States Office of Education, including the American College Testing and Financial Aid Service.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must file an application with the Director of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, the number of family members in college, medical expenses, and other circumstances which may affect a family's contribution toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton scholarships, loans, or jobs; New York

State and federal scholarships, grants, and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants, and by the College's operating budget.

General Scholarships

Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than seventy endowed scholarship funds, from annual grants, and by the general funds of the College. Stipends range in amount from one hundred dollars to total expenses and are awarded on the basis of need. (See the Appendix for a partial list of General Scholarships.)

Special Scholarships

To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for the children of secondary school teachers, for students transferring or graduating from New York State community colleges, for residents of certain geographic areas, for foreign students, and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see listings in the Appendix.)

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled at the College (e.g., excellence in course work, or good character and campus citizenship).

Since the recipients of prize scholarships must usually be eligible for financial aid, most prize scholars will already be recipients of unfunded grants from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

College Loans

The Theodore M. Pomeroy Loan Fund, established in 1916 for the purpose of assisting worthy students, is now valued at approximately $25,000. Loans granted to seniors are repayable within three years of graduation (interest at three per cent computed from the time the student leaves college), and by other students before returning to college the following fall with interest at three per cent charged from the time the loan is made.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess of Utica. Income from the fund will be loaned to deserving students in need of financial assistance. According to the terms of the will, "Before any loan is granted to any student, said student shall agree to repay the loan so made to him and to begin to make payments on said loan within two (2) years after his graduation or on entering his life work and to complete repayment of said loan within five (5) years after graduation or on entering his life work, with interest at five per cent (5 %) per annum to commence at his graduation or on entering his life work."

The Elmer C. Sherman Loan Fund, effective in October, 1963, was established under the will of Ida M. Sherman in memory of her husband, a member of the Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged on these loans. The entire loan must be repaid within three years after graduation.

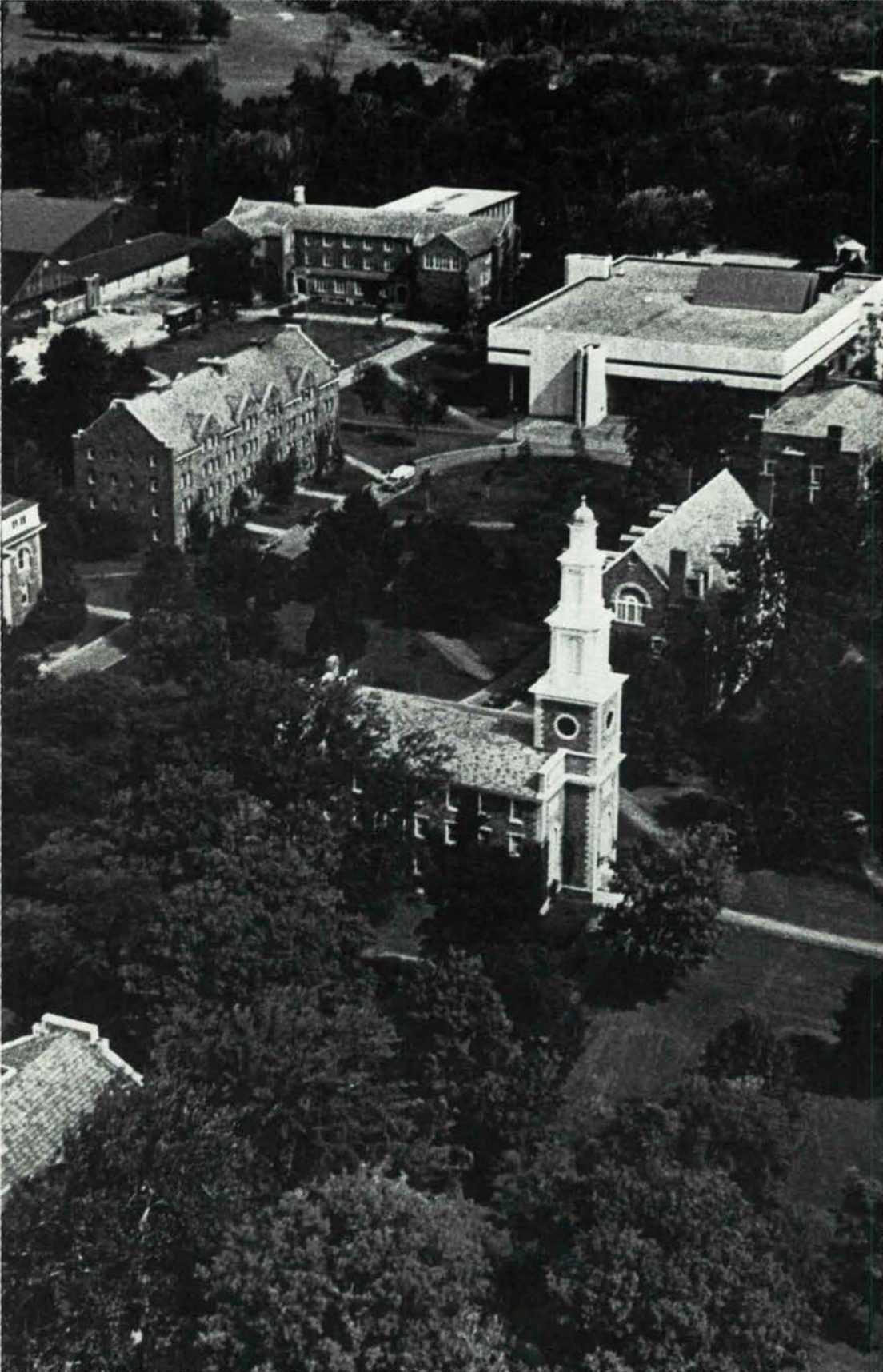
The Henry B. Sanson Loan Fund was established in 1978 by Henry B. Sanson of West Hartford, Connecticut, a member of the Class of 1940. Loans are available for students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Five per cent interest is charged on the loans, and they are repayable within ten years of graduation.

Student Employment

The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, exist on campus and in the local community.

Federal and State Scholarships and Grants

A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the Appendix.



Campus Buildings and Facilities

In all, Hamilton owns more than 1,500 acres of woodlands, open fields, and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Root Glen, gift of Mrs. Edward W. Root in 1971 and for many years beautifully tended under her devoted supervision, is remembered by all who have strolled its shale paths. The College is spread over two campuses: the original campus, arranged in two compact quadrangles and now called the Stryker Campus, and the adjacent Kirkland Campus, just south of College Hill Road, which was constructed in the late 1960s.

The Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a focus for Black and Latin students, some of whom live there year-round. Open to and used by the entire community, the Center sponsors discussions, lectures, art exhibits, and similar educational, cultural, and social events.

Alumni House (1802)

The only building still extant from the Hamilton Oneida Academy, it was constructed as a boarding house for the Academy students. It was later the home of College presidents, deans, and faculty members. Since 1958, the house has contained faculty and staff apartments and has also served as a meeting place for various College events.

The Athletic Center

With the completion of the fieldhouse in 1978, the Athletic Center was created, providing Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. The fieldhouse is connected with the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus, and the Alumni Gymnasium, dedicated in 1940 and renovated in 1978 (see Athletic Program and Facilities).

Benedict Hall (1897)

The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, the building houses faculty offices and classrooms.

Bristol Campus Center (1965)

The William McLaren Bristol Campus Center is a four-story student activities building named for the co-founder of Bristol-Myers Co., a

member of the Class of 1882. Facilities include a snack bar, six bowling lanes, billiards, table tennis, a book store, a laundromat, lounges, meeting rooms, offices for student organizations, and guest rooms. In addition, the building provides gallery space for several art exhibitions during the year.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick is as old as the College itself. In 1834, it became the home of Horatio Buttrick, then Superintendent of buildings and grounds as well as Registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. Secretary of State and winner of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters for the past fifty years.

The Chapel (1827)

Designed by architect Philip Hooker, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts, and college assemblies.

Dining Halls

Hamilton has three dining halls: Soper Commons on the Stryker Campus, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; McEwen Dining Hall on the Kirkland Campus; and the Bundy Dining Hall in the Bundy residence quadrangle, named for Harlow E. Bundy, Class of 1877. Students may eat at any of the three.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's thirteenth president, was completed in 1959, and an addition was constructed in 1972. The building contains twelve beds, isolation room facilities, fully equipped examination and treatment rooms, and X-ray and laboratory facilities.

The Center is staffed by two physicians, a clinical psychologist, a counselor, and registered nurses. For health problems that require additional resources, referral to local consultants is employed.

Christian A. Johnson Hall (1914)

Serving as the College library from 1914 to 1972, the building was the gift of an anonymous donor. When the College's benefactor was later identified as Mrs. Ellen Curtis James, the Library was named in her honor. Renovated in 1982, it now houses a formal art exhibition hall and nearby workshop areas, language and speech laboratories, and the College audio-visual center. It also contains classrooms and faculty offices for the Critical Languages Program and the Departments of Classics, Germanic and Slavic Languages, Mathematics, and Romance Languages.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed as a home in 1792 near the foot of College Hill by Samuel Kirkland, the founder of Hamilton College. In 1925, it was moved uphill to its present site and later restored. Its furnishings now include Samuel Kirkland's desk and chair and other items of historical interest. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the freshman class.

Kirner-Johnson Buildings (1972)

Located on the Kirkland Campus, these connecting buildings are used extensively for academic, administrative, and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the Offices of the Dean of the College, the Dean of Students, the Higher Education Opportunities Program (HEOP), and the Departments of Anthropology, History, and Sociology. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the Office of the Registrar, the Career Center, and the Economics and Government Departments.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years Chairman of the Board of Trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation.

The Library contains more than 350,000 volumes, and the collection is constantly expanding with new acquisitions in response to ever-changing academic interests and curricular needs. The main collection is

particularly strong in the areas of history, the social sciences, and the humanities. A separate science collection is maintained in a special library in the Science Building. In addition to books, the Burke Library regularly receives approximately 1,800 different periodicals, together with an ever-increasing amount of microform material. Additional material for research purposes is available through interlibrary loan arrangements with other libraries.

Students have free access to the collection, and a program of instruction familiarizes them with library resources and services as well as research techniques. Study carrels are provided for students preparing term papers or engaged in independent projects.

Among the Library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, the McIntosh Collection in women's studies, and the Alumni Collection of books written by and about graduates of the College. In addition, an area of the first floor of the Library contains easy chairs and a collection of books selected for leisure-time reading. Seminar rooms for small classes are also located in the Library.

Computer Center

The Hamilton Computer Center provides students with access to the type of facilities normally found only at much larger institutions. The Computer Center occupies part of the lower level of the Burke Library. It houses an NCR Criterion computer system with an around-the-clock connection to Cornell University's IBM 370/168 system, which serves the College's academic and administrative needs. Students have access to Cornell's facilities through a remote job entry connection and interactive terminals. In addition, numerous mini- and microcomputers are located in the Computer Center and around the campus.

The Center instructs both students and faculty in the use of the system and assists them in their projects. Courses using the computer are presently found in Biology, Chemistry, Economics, Geology, Government, History, Mathematics, Physics, Psychology, and Sociology. Over one third of the students use the computer each year.

List Art Center (1969)

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts on the Kirkland Campus, has studios and workshops for ceramics, graphics, sculpture, metals, painting, and photography; a rehearsal hall, a studio for electronic music, teaching

studios, and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and faculty offices.

McEwen Hall (1969)

The central building on the Kirkland Campus is named after Robert Ward McEwen, fourteenth president of Hamilton College. It houses administrative offices, dining facilities, the Coffeehouse, a studio theater, a cinema lab, and the Women's Center.

Minor Theater (1872)

Originally Perry Hiram Smith Hall, it served as Hamilton's first library and was later the College infirmary. It was converted to a theater in 1962 through the generosity of the late Clark H. Minor, Class of 1902 and former Chairman of the Board of Trustees. It is now used for student productions and College-sponsored work in drama. The studios of the student-operated radio station, WHCL-FM, are found in the basement.

The Observatory (1975)

The Hamilton College Observatory has enabled the College to revive a tradition in astronomy which dates back to the 1850s. At that time, Hamilton had the second-largest telescope in the United States, presided over by Professor Christian H.F. Peters, an eminent astronomer of his day.

Made possible through a gift from Elihu Root III, the observatory houses an 11 1/4'' Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space and shelter for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. In May, 1980, Hamilton received a national award from the Academy for Educational Development for the innovative and energy-saving design of the solar classroom. The observatory is off College Hill Road, on Peters Road, a quarter-mile from the campus.

Residence Halls

Hamilton believes the educational and personal growth opportunities available to students are enhanced when all members of the community are in residence together. Toward this end, most students live in one of fourteen dormitories or eight fraternity houses on the campus. Freshmen are housed in clusters in all dormitories, and each cluster is assigned a Student Advisor, an upperclass student who lives in the same area.

The College tries to provide its students with as many different housing options as possible. To that end, even though all residence halls are coeducational, some floors are single-sex while others are coed. On the Stryker campus, student residence halls include Carnegie, Dunham, Kirkland, North, and South, built in several different nineteenth century architectural styles and containing rooms ranging from singles to quads. On the Kirkland Campus, residence halls include Babbitt and Milbank, each comprised of six-person suites with kitchens; Major, McIntosh, Minor, and Root, containing singles and doubles and large lounges; and Keehn, offering a cooperative living arrangement. Somewhat farther down the Hill is the Bundy residence quadrangle, built in 1972 and made up of large singles and doubles.

Root Hall (1897)

Given by Elihu Root, Class of 1864, in memory of his father, Oren, Professor of Mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the Comparative Literature and English Departments.

The Elihu Root House (1817)

Constructed for a member of the initial Hamilton faculty, the original structure has served as the home of College presidents and faculty alike. The house was extensively remodelled after it was purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by Ulysses S. Grant III, grandson of the president, and members of his family. A National Historic Landmark, it was acquired by the College in 1979, and now contains the Admission and Financial Aid Offices.

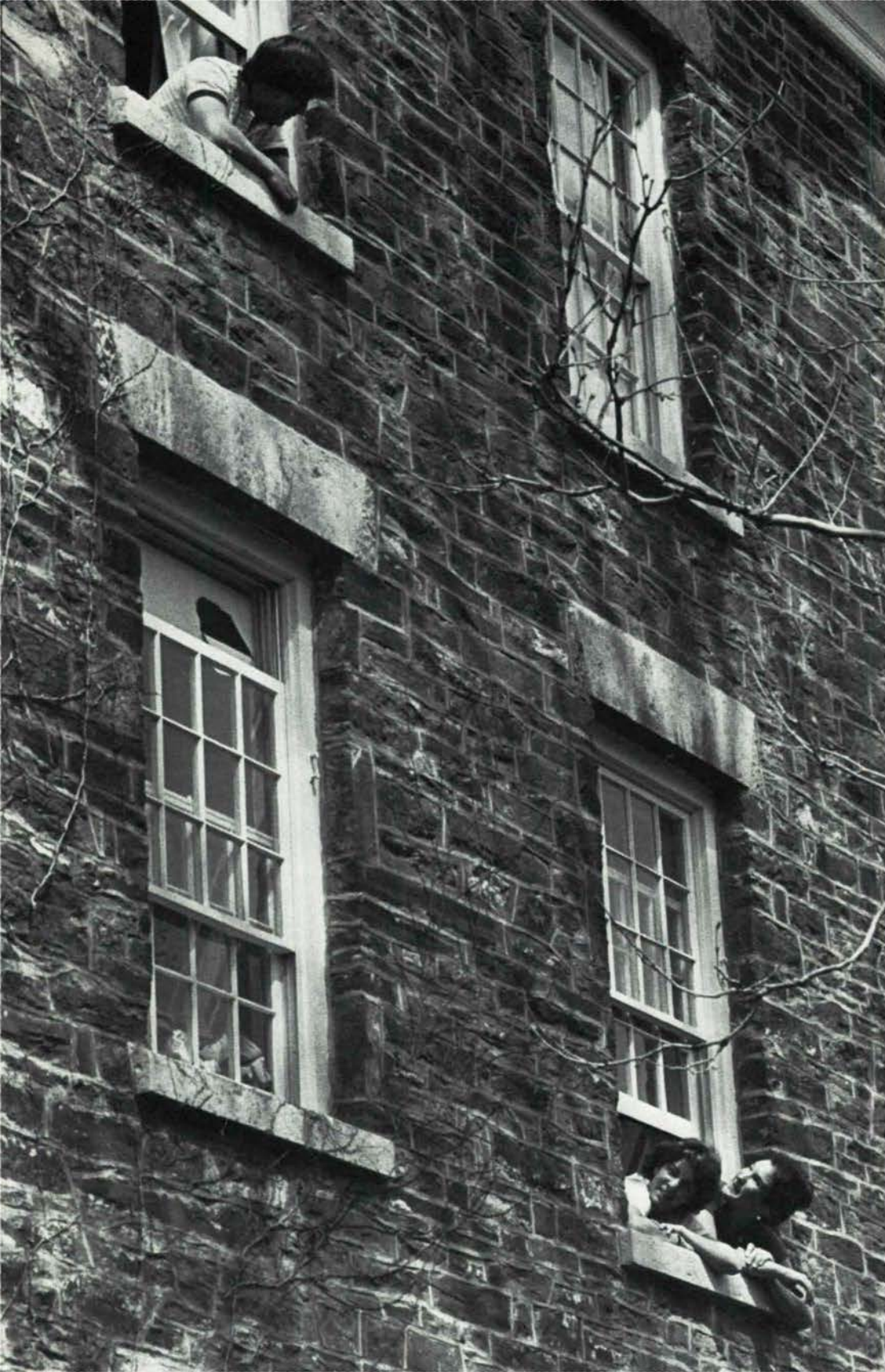
Saunders Hall of Chemistry (1903)

Rebuilt and enlarged in 1930, the building was again renovated in 1978 and renamed in honor of Arthur Percy Saunders, long-time Professor of Chemistry and former Dean of the College. It houses an auditorium, classrooms, offices, and laboratories—included among which is the Bristol-Myers Laboratory.

The Science Building (1925)

Enlarged in 1965, it contains offices and laboratories of the Biology, Geology, Physics, and Psychology Departments, as well as two auditoriums. It also houses the Oren Root Mineralogy Collection, the nucleus of which was assembled *circa* 1850 by Mr. Root and which now consists of more than 100,000 specimens of fossils, rocks, and minerals.

69 Campus Buildings and Facilities



Undergraduate Life

The College strongly believes that young men and women should be treated as responsible individuals and that personal growth, both intellectual and moral, should take place in an atmosphere of freedom. Under the guidance of skilled and experienced adults, students find that their freedom makes an important contribution to the learning process. The close community relationship that develops in this atmosphere among faculty, students, and staff is a vital and perhaps unique element in the Hamilton experience.

The Honor System

Begun more than sixty years ago, the Honor System is remembered by many Hamilton students as one of the most important features of their college careers. Forming a bridge of trust between students and faculty, it stands as a symbol of academic integrity.

The Honor Code governs all examinations and other academic work submitted for a grade. It creates two imperatives for each student: to refrain from fraud, and to report observed fraudulent action on the part of any other student. Under the Code, students take examinations without proctors and assume other responsibilities that conventionally would be under faculty or administrative control.

Violations of the Honor Code are reviewed by the all-student Honor Court, which has the power to levy penalties up to and including expulsion from the College.

The Judiciary Board

The College has few non-academic rules and regulations beyond the general proviso that students are expected to act in a mature manner and to be responsible for their actions at all times. When violations occur, they are referred to the all-student Judiciary Board, which, like the Honor Court, may impose penalties ranging from warnings to expulsion.

The Honor Court and the Judiciary Board reflect the strongly held faculty belief that students should be judged by their peers and, when necessary, penalized by them. The decisions of both groups are subject to faculty review.

The Publications Board

Consisting of students, faculty, and administrators, but always having a student majority and chair, the Publications Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The

newspaper, yearbook, literary magazine, several smaller publications, and the radio station are all operated and managed wholly by students.

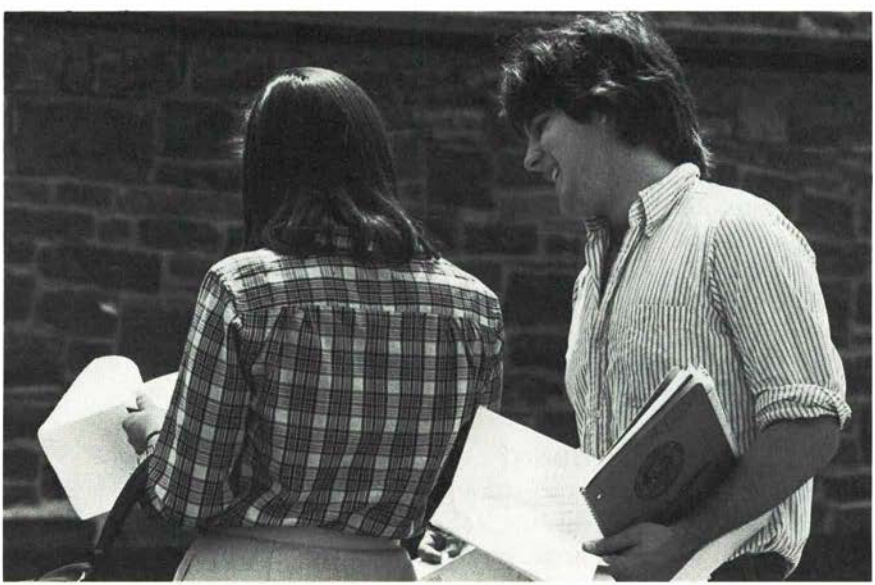
The Student Assembly

The functions of student government at Hamilton are vested in the Student Assembly. Composed of three chambers representing the residential, academic, and social components of student life, the Assembly represents the student voice to the College in matters of importance.

Student Organizations

The Assembly's Funding Committee makes allocations to over thirty student organizations. Descriptions of a sampling of them follow.

The Black and Latin Student Union was founded by students in 1968. Although primarily concerned with making the Hamilton experience more rewarding to Black and Puerto Rican students, the Union also concerns itself with the activities of Black and Puerto Rican communities off the campus. The Afro-Latin Cultural Center was established in 1969 to make more visible the reality of Black and Puerto Rican cultural history. Activities, programs, and exhibitions sponsored by the Union



include an annual Cultural Weekend, featuring guest appearances by outstanding Black and Puerto Rican artists, and events planned in conjunction with area Black and Puerto Rican communities.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers, and similar events. Such groups are sponsored by the Biology, Philosophy, French, Spanish, and German Departments.

The Energy Awareness Club operates a recycling program on campus and investigates environmental and energy problems.

The International Students Association is composed of foreign students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing, and cave exploration. It also sponsors lectures and films on these subjects. It is a member of the Intercollegiate Outing Club Association, which helps coordinate trips with other colleges.

The Root-Jessup Public Affairs Council is an undergraduate organization, with student officers and a faculty advisor, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and a major lecture series whose recent participants have included Elliot Richardson, G. Gordon Liddy, and Harold Wilson. The Council is named for the distinguished diplomats, Elihu Root, Class of 1864, and Philip Jessup, Class of 1918.

The Women's Center was founded in order to provide a focus for the concerns of women at Hamilton. As such, it operates a Resource Center and sponsors a number of films, workshops, and lectures open to all members of the College community.

Service Organizations

Hamilton students interested in making a contribution to the solution of some of modern society's problems are given a number of rewarding opportunities for doing so in student service organizations. Many students participate in at least one of these groups, which are operated independently under Student Assembly charter.

The Utica Tutorial Program provides student tutors for disadvantaged elementary school pupils in Utica on a weekly basis throughout the academic year. The project also provides opportunities for the pupils to take part in a variety of special programs on the campus.

The House of Good Shepherd Program enlists student volunteers to work at a home for elementary and high school students who have been separated from their families for a variety of reasons.

The Marcy Psychiatric Center Program organizes weekly visits by students to a nearby mental institution. Student volunteers conduct group socialization activities where patients from several wards are brought together. Some volunteers work one-on-one with particularly isolated or anti-social patients. Patients of all ages are involved in the program.

St. Elizabeth's Hospital Program provides volunteers with an opportunity to contribute services to a fairly large community hospital. Although not limited to pre-medical students, the program is of special interest to this group.

The Handicapped Children's Program works closely with the Utica Cerebral Palsy Association and helps youngsters afflicted with this disease. These volunteers also work on a regular weekly basis, with special emphasis on swimming and other recreational activities.

Fraternities

There are eight social fraternities active at Hamilton: Sigma Phi (1831)*, Alpha Delta Phi (1832), Psi Upsilon (1843), Chi Psi (1845), Delta Upsilon (1847), Theta Delta Chi (1868), Emerson Literary Society (1882), and Delta Phi (1950).

Rushing takes place during the first term; pledging, during the second. In 1981-82, slightly fewer than half of the freshmen men pledged. The Emerson Literary Society invites undergraduate women and men to join. The other fraternities are considering a variety of forms of participation by women.

Religious Activities

The religious program at Hamilton reflects the diversity of interest within the community.

The Jewish, Protestant, and Roman Catholic campus organizations have liturgical celebrations weekly and on special holy days, and also sponsor programs and service activities. Through the Office of the College Chaplain, traditionally a Protestant, the College provides support for a variety of religious activities and organizations. The Hillel Foundation has a chapter on campus serving the needs of Jewish students through the Office of the College Chaplain. The Diocese of Syracuse provides a Roman Catholic chaplain for its students.

A memorial to John Herschel Morron, of the Class of 1859, established by the bequest of his son, John R. Morron, provides an endowment in support of activities connected with the Chapel.

*Dates indicate year in which Hamilton chapter was established.

Campus Cultural Life

Music

The musical life of the College is active and varied. Each year it includes concerts by visiting professionals, members of the faculty, and student musicians, and is under the general supervision of the Music Department. This year the Music at Hamilton Artist Series will include concerts by the Rochester Philharmonic, the pianist Andre Watt, the Empire Brass Quintet, the Deller Consort, and an evening of Schubert lieder by Max von Egmond and Malcolm Bilson. The Noonmusic Series, presented in conjunction with the Student Assembly Program Board, offers an additional twelve concerts by professional and student musicians. In addition to concerts by the various student ensembles, some eight or nine student recitals are presented annually.

The Department also sponsors a variety of programs of contemporary music. Each year a prominent American composer visits the campus for several days in conjunction with a concert of his music. Recent visitors have included Mario Davidovsky, Karel Husa, George Rochberg, Joseph Schwantner, and David Cope. In addition, the Syracuse Society for New Music has presented a program each year. This past year the Department sponsored a Festival of Electronic Music that drew on composers from throughout the country.

Other concerts are offered on campus by the Student Assembly Program Board, which annually sponsors the Stephen Fensterer Memorial Folk Festival, an intercollegiate event that draws musicians from throughout the eastern United States. The Black and Latin Student Union also sponsors concerts from time to time. Nearby in Utica are other sponsoring organizations: the Chamber Music Society of Utica, the Utica Symphony, the Mohawk Valley Opera Guild, and the Great Artists Series. Somewhat more distant, but still easily accessible, are the many concerts offered in Syracuse. For concerts of special importance the Department provides transportation.

The Hamilton College Choir, founded in 1867, carries forward a long tradition of choral excellence. In addition to several concerts on campus and in neighboring communities, the Choir undertakes an annual concert tour during the spring recess. These tours have ranged as far as Detroit and Cincinnati to the West, Boston to the East, Montreal to the North, and Savannah to the South. In addition, the Choir has toured Europe four times, most recently in January, 1980. The Choir is open by audition to any Hamilton student. Auditions are held in the fall during student orientation.

The College Hill Singers is a chamber ensemble, founded in 1973, that performs music from six centuries, with emphasis on early and contemporary music. The Singers presents two or three concerts on the Hill each year, each one concentrating in some depth on the music of a particular composer or style. Membership is limited to members of the College Choir.

The Hamilton College and Community Oratorio Society was founded in 1975. It performs major works with orchestra each semester. In the spring of 1982, the Society presented Haydn's *The Creation* with an orchestra of original eighteenth-century instruments. The 1982-83 season will include a performance of Mendelssohn's *Elijah.* Membership is open to any singer in the community.

The Brass Choir, founded in 1959, performs numerous times during the year, providing music for various College functions as well as giving concerts off campus, on its own, or in conjunction with the College Choir. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during student orientation each fall.

The Woodwind Ensembles, founded in 1961, afford an opportunity for the study and performance of music for various combinations of wind instruments. They have performed works by Ibert, Mozart, Fine, and Richard Strauss. Auditions are held during student orientation each fall.

The Chamber Orchestra was founded in 1970. In recent years, it has performed such works as a Mozart symphony, as well as concertos by Vivaldi, Bach, Mozart, and Mendelssohn, with student soloists. Auditions are held during student orientation.

The Jazz Ensemble was founded in 1981 for the study and performance of jazz. Focusing on the big band sound, it also provides opportunities for student improvisation. Auditions are held during student orientation in the fall.

The Buffers, a male octet, performs traditional barbershop, folk, and other light music. The group frequently sings at social events at Hamilton, in exchange concerts with other colleges, and at other off-campus events.

Special K is an eight-voice women's close-harmony group that specializes in thirties and forties jazz styles. They perform both on and

off campus at various social events, as well as in exchange concerts with other colleges.

Vocal and Instrumental Instruction are available for those wishing to study music in the classic tradition. Members of the Syracuse Symphony offer instruction on most orchestral instruments. A fee is charged for such instruction, but students receiving financial aid may receive assistance in meeting the cost. For information, consult the Music Department.

Instruments of various sorts are available for student use. In addition to numerous Steinway grand pianos and a variety of wind, brass, and string instruments, the College possesses a Steinmeyer one-manual *Positif* organ, a Noack two-manual organ in the College Chapel, a two-manual Dowd harpsichord, and a Fudge clavichord. The Music Department also maintains a well-equipped studio for electronic music that matches such facilities in many larger colleges and universities. Information on the use of instruments is available from the Music Department.

The Lee H. Bristol, Jr. Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., of the Class of 1945, to bring performing artists to the College.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's musical programs and activities.

The James T. and Laura C. Rhind Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

Drama

The Charlatans, the College dramatic society, was organized in 1909 by a group headed by the late Professor Robert Barnes Rudd and the late Alexander Woollcott. Membership is open to all students interested in dramatics and stagecraft. The Charlatans work both independently of and in cooperation with the curricular program in theatre. They produce, direct, and sometimes write their own shows, and, as an annual occasion, they produce the best entries in the Wallace Bradley Johnson Playwriting Competition.

The Alexander Hamilton Players specialize in musical theater and comedy. Membership is open to all students and faculty who have an interest in singing, stagecraft, acting, or membership in the Players' orchestra.

Also, auditions are always open to the whole student body for participation in the major faculty directed productions of the Theatre Program and in the numerous productions by students in the classes in directing.

Lectures

Numerous lectures are provided during the year for the College community from the income of endowments established for the purpose, augmented by general college funds.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to support a series of business lectures dealing with the American economy in conjunction with the Public Policy program.

The Myers Lectures were established in 1912 in memory of John Ripley Myers, Class of 1885. The foundation is intended to "bring into the life of the college community new men and new points of view not covered by the ordinary curriculum of the College, and to add to its cultural possibilities."

The Wood Memorial Lectureship was established in memory of Frank Hoyt Wood, for many years a professor of political science at the College.

The Winslow Lectures in Classical Archaeology were established with a bequest by William Copley Winslow, D.D., Class of 1862.

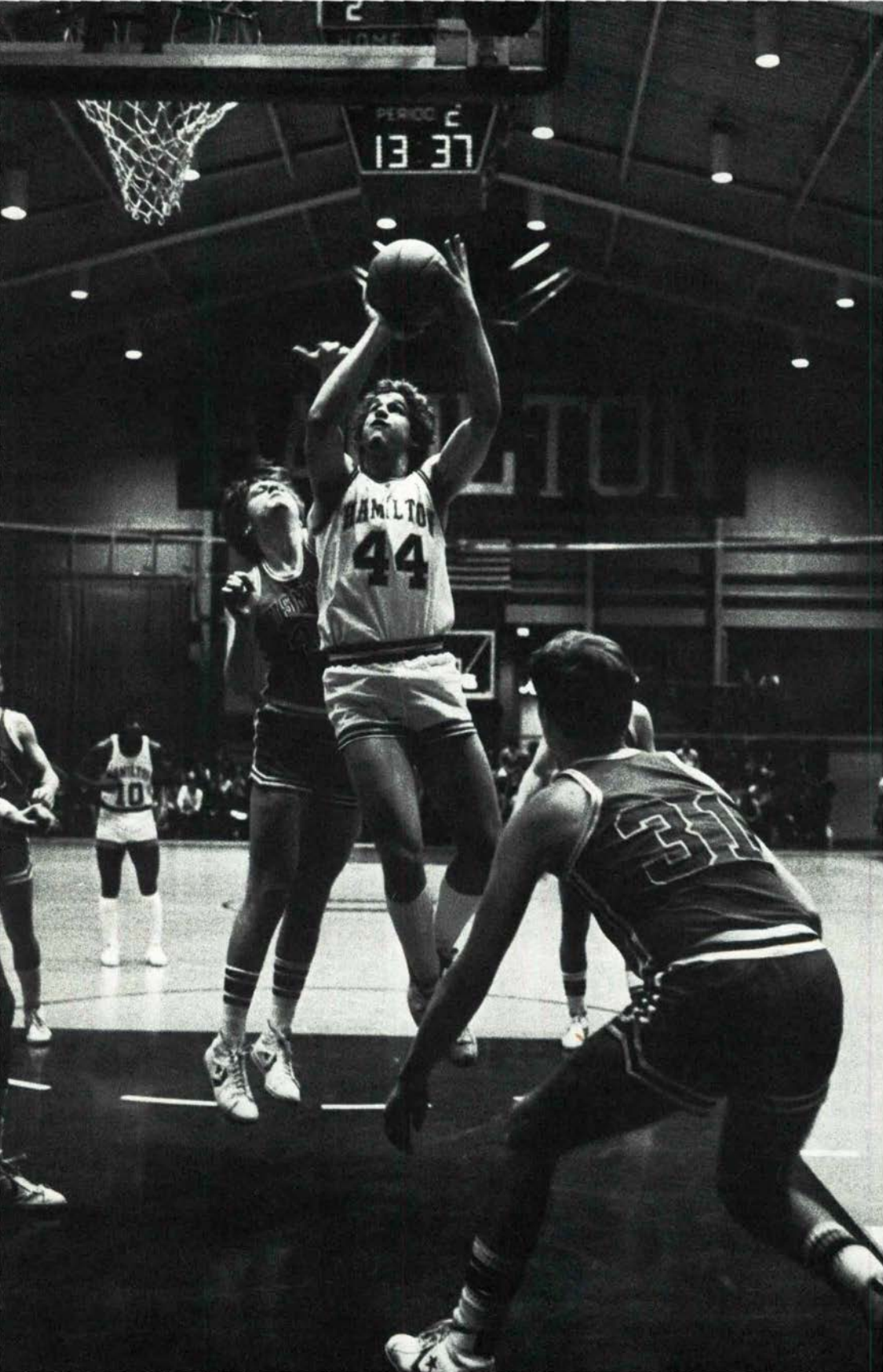
The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Truax Memorial Lectures in Philosophy were established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nation-wide interest.

Film

A full program of domestic and foreign full-length feature films is shown by student-operated film societies at Hamilton nearly every weekend that the College is in session.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Athletic Programs and Facilities

Athletic Facilities

In 1978, the College completed expanding and improving its athletic facilities. At the same time, the Alumni Gymnasium, built in 1940, was renovated to provide modern locker room facilities for men and women, and increased office space for the physical education staff. The gymnasium contains a basketball court, a 25-yard swimming pool, four squash courts, and a weight room. A spacious new lobby has been constructed to connect the gymnasium with the Russell Sage Hockey Rink and the new fieldhouse, forming an Athletic Center.

The Hamilton fieldhouse, a 55,000-square foot, multipurpose athletic center, was completed in the fall of 1978. The building contains three regulation-sized basketball courts and can seat 2,000 spectators. It also houses a six-lane 200-meter urethene running track and space for indoor tennis, volleyball, and badminton courts. The playing surface can accommodate practices for outdoor varsity sports during inclement weather.

The nine-hole Hamilton B. Tompkins golf course covers 65 acres near the Athletic Center, and two platform tennis courts are located on the Kirkland campus. Included in the Athletic Center are seven squash courts and two racquetball/handball courts; outdoors are a quarter-mile track and ten all-weather tennis courts. Bowling, billiards, and table tennis are located in the nearby Bristol Campus Center.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a fourfold program in athletics: recreational play, instruction in physical education, intramural competition, and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge, but also the enjoyment of physical activity and the attainment of skills which will provide lifelong satisfaction.

Physical Education (See "Courses of Instruction," p. 180.)

Intramural Activities

The Intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Intramural Council and a departmental advisor. The program is especially designed

to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate calibre. An intramural handbook is published annually and is available to all members of the community.

Intercollegiate Athletics

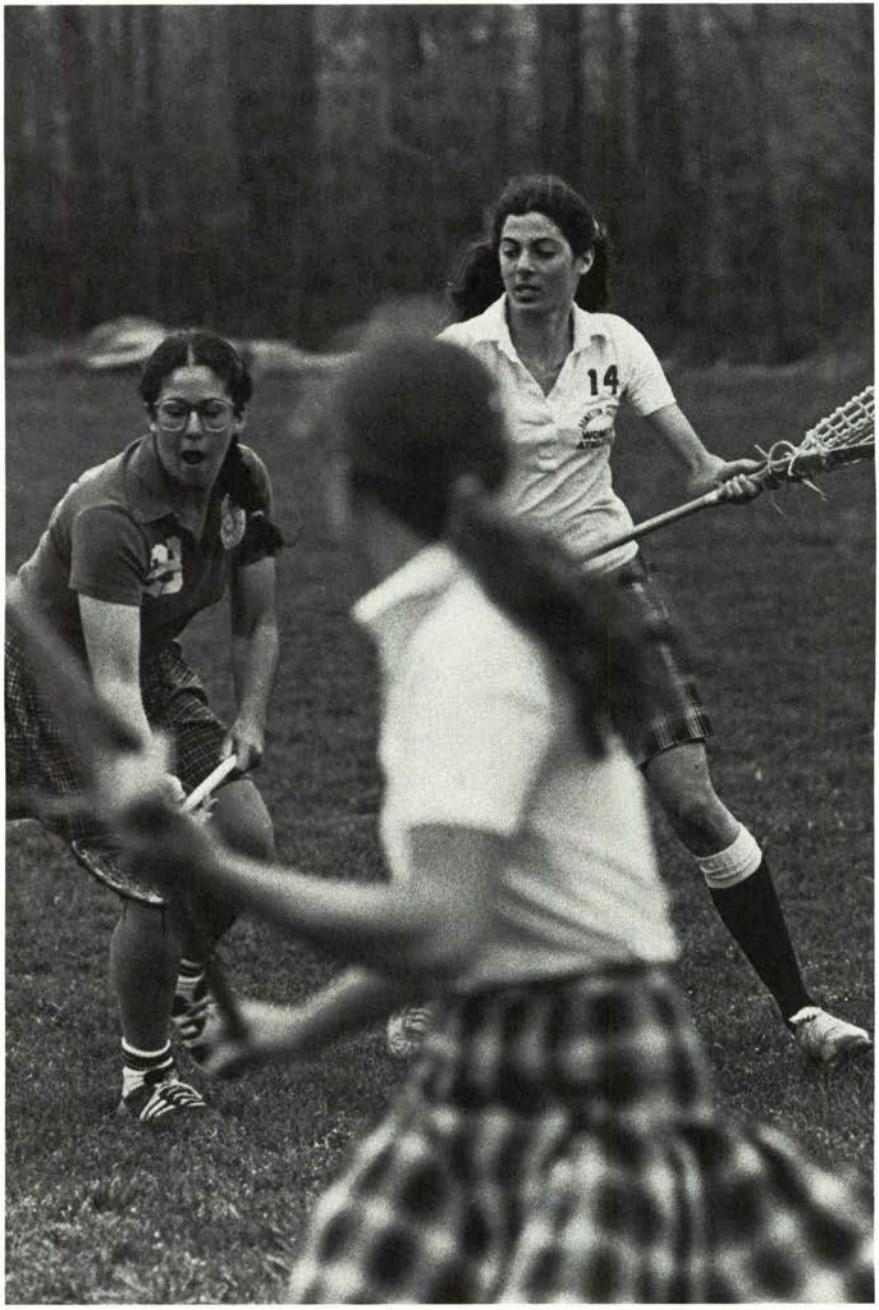
The College is committed to a representative intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in football, soccer, cross country, tennis (fall/spring), squash, basketball, hockey, swimming, track (winter/spring), baseball, lacrosse, golf (fall/spring), and women's varsity teams in field hockey, tennis, squash, cross country, basketball, swimming, track (winter/spring), lacrosse, and soccer.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Eastern College Athletic Conference (ECAC), the New York State Association of Intercollegiate Athletics for Women (NYSAIAW), and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The Conference balances athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports club teams in water polo, skiing, sailing, fencing, rugby, women's ice hockey, and women's softball. The policy of the Department is to allow the orderly evolution of club activities into varsity sports.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Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced. Unless otherwise indicated, the following priorities will apply in the determination of entrance into limited enrollment courses:

For 100-level courses, priority shall be given to freshmen, sophomores, juniors, and then seniors. (Seniors must have the permission of the departmental chair in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, freshmen, juniors, and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores, and then freshmen.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then non-concentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: **F** for fall term, **W** for winter term, and **S** for spring term. **F,S** designates a course offered in both fall and spring terms. The **fW** notation indicated a course which is offered in the winter term, for which some early preparation is necessary.

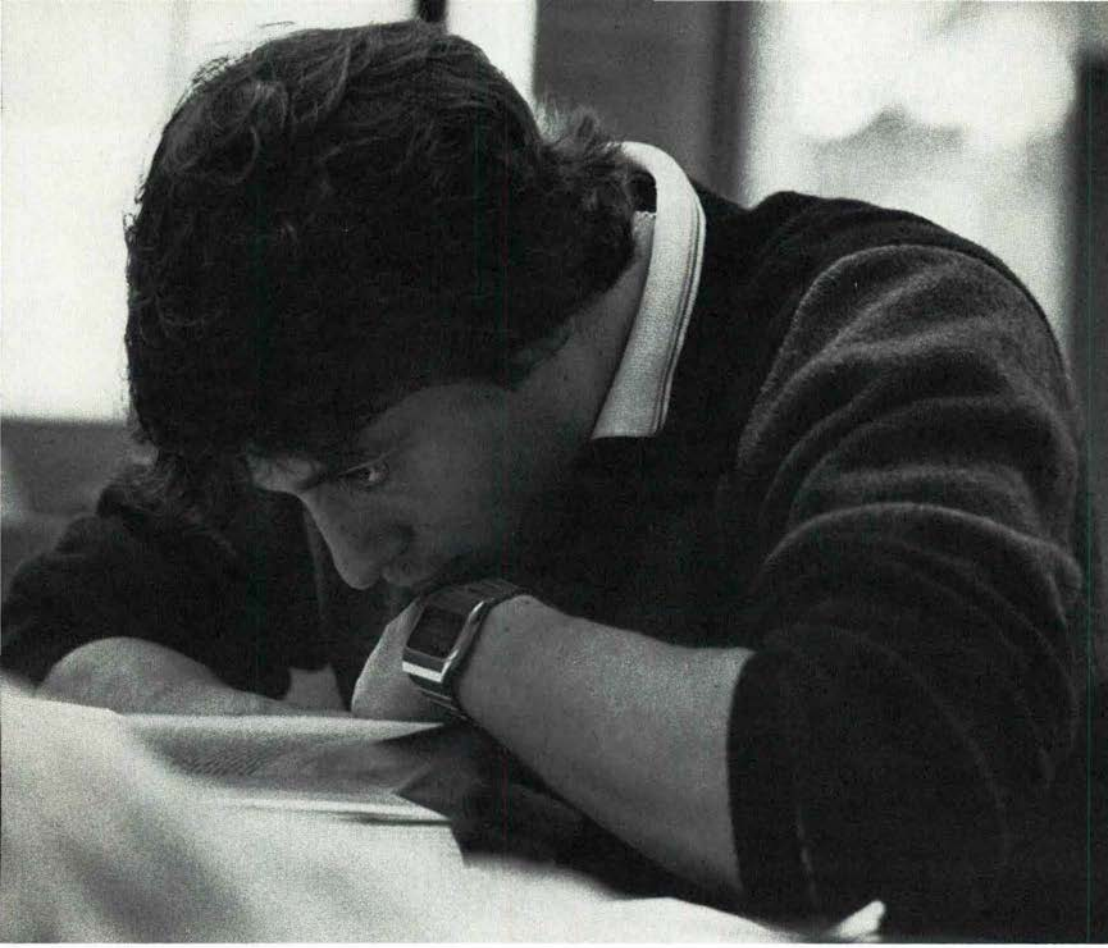
Courses with bracketed numbers will not be offered during 1982-83. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students. Seminars have a maximum enrollment of 12.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F, W, S) following a name indicate terms of leave or off-campus teaching.



College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program. Instructors are normally regular members of the Faculty. The courses are worth one course credit and count toward graduation requirements, although it should not be assumed that a particular course will be a part of the continuing College curriculum. Those cross-listed in one or more departments are so described in parenthetical notes. Consult departmental concentration requirements and/or the departmental course description for information on whether a particular College Course may be counted toward a concentration requirement.

The courses listed below, under the Project in Technology and Culture, have been underwritten by a special grant from an outside foundation. They are designed to make liberal arts students aware of the impact of technology on culture and society. Designated College Courses, each combines humanistic and social scientific perspectives on some facet of the way in which technologies shape behavior and experience.

Curricular Project in Technology and Culture

Anthropology

[240S] **Intellect and Culture** (Same as Psychology 240.) (Next offered 1983-84.)

272S **Material Life, Work, and Consciousness**

German

[162S] **Scientists and Society in Twentieth Century German Literature** (Next offered 1983-84.)

Government

[300S] **Equality and the Constitution** (Same as Philosophy 300.) (Next offered 1983-84.)

450S **Seminar on Technology, Values, and the Politics of Post-Industrial Societies**

Philosophy

[300S] **Equality and the Constitution** (Same as Government 300.) (Next offered 1983-84.)

Psychology

[240S] **Intellect and Culture** (Same as Anthropology 240.) (Next offered 1983-84.)

Sociology

[310S] **Seminar on Social Science and Human Values** (Next offered 1983-84.)

American Studies

The American Studies program offers students an opportunity to study American civilization (beliefs, values, ideas, institutions, and behavior) from a variety of perspectives and through the methodologies of different intellectual disciplines.

Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies seminar (311) and the Senior Project (500). Students work closely with faculty in developing an individualized plan of study which brings at least two disciplinary perspectives to bear on a major theme in American culture. Each student must submit a concentration proposal outlining the particular goals and areas of concern to be explored. The proposal should also indicate how the courses comprise a coherent plan toward those ends.

The concentration consists of ten term courses comprising a program approved by the American Studies Faculty Committee. It includes 311, ordinarily taken in the fall of the concentrator's junior year, and 500, the Senior Project. Students who have earned a B+ (88) average in the concentration may receive honors in American Studies through distinguished work on the Senior Project. A minor in American Studies consists of 311 and four other courses approved by the American Studies Faculty Committee.

Faculty members directing the program are specialists in American civilization and are committed beyond their individual specialities to an interdisciplinary approach to the study of American culture. Students interested in the concentration should consult as early as possible with the program's Director, Eugene M. Tobin (History), or with any member of the American Studies Committee, which includes Professors Melvin Endy (Religion), David Gray (Sociology), David Millar (History), J. Diane Mowrey (English), David Paris (Government), A.B. Paulson (English), and Deborah F. Pokinski (Art).

311F Introduction to Theories and Methods. An interdisciplinary approach to American civilization, drawing upon history, literature, political science, popular culture, psychology, sociology, women's studies, and other disciplines which examine the interplay of ideas, institutions, and cultural forms in American life. Emphasis upon recurring themes in American culture (race, class, ethnicity, sexual relationships) as well as an exploration of changes in American Studies methodology. This course is required of concentrators in American Studies and is open to other students with permission of the instructor. Tobin.

500F,S Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite, 311. Appropriate interdisciplinary faculty committee.

Courses listed below are not complete but reflect current departmental offerings. Students should consult with the program Director to discuss any courses not listed.

Anthropology

212F,S	**Introduction to Archaeology**
241S	**North American Indians**
[242S]	**North American Prehistory**
258S	**Nonverbal Communication and Social Interaction**
272S	**Material Life, Work, and Consciousness**
334S	**Method and Theory in Archaeology**
349F	**History of Ideas in Anthropology**
350S	**Social Organization**

Art

259S	**American Art**
294S	**Twentieth Century Art**
295S	**History of Photography**
393S	**Modern Architecture: Theory and Practice**
[394S]	**Nineteenth Century American Architecture**
[397S]	**Seminar in Modern Art**

Economics

[150W]	**Industrial Relations**
305S	**Workers' Participation in Management and Self-Management**
345S	**Economic Analysis of Urban Areas**
[365S]	**American Economic History**
390F	**Labor Economics**
490S	**Seminar on Policy Evaluation** (Same as Government 490 and Philosophy 490.)

English

230S	**The "Gothic" Tradition in English and American Literature**
282F	**Studies in American Authors**
[285S]	**Contemporary American Fiction**

292W	Modern British and American Drama
[301F]	Faulkner and His Southern Contemporaries
302S	American Literary Autobiography
307F	Nineteenth Century American Literature
309S	Twentieth Century American Literature

Government

116F,S	The American Political Process
190S	Science, Technology, and Government
[226F]	The Presidency
227S	The Politics of American Federalism
228S	Congress
250W	The Public Policy Process
270F	Democratic Theory
[300S]	Equality and the Constitution
320S	American Foreign Policy
321,-3,-5,-7	Term in Washington
329S	Government and the Economy
333F	Survey of Constitutional Law
336S	American Political Tradition
[350S]	Politics in Urban Areas
364S	The Criminal Justice System
403S	Seminar on Congressional Elections
410F	Seminar on Public Opinion
440F	Seminar on Problems of a New World Order
450S	Seminar on Technology, Values, and the Politics of Post-Industrial Societies
470F	Seminar on Participation and Democratic Theory
490S	Seminar on Policy Evaluation (Same as Economics 490 and Philosophy 490.)

History

156W	The Civil War
178W	American Lives and Letters
[190W]	Oral and Community History
228F	The Family in Modern History
241S	American Colonial History
246F	American Diplomatic History
251F	Nineteenth Century America
253F	Recent American History
258S	Economic History of the United States

[259W]	Labor and the Working Class in America
341S	Studies in American Colonial History
[346S]	Studies in American Diplomatic History
349F	The Black Man in America
354S	Slavery in the Making of the Modern World
[355S]	Topics in Nineteenth Century American History
356S	Studies in Recent American History
358S	American Social History
359F	Studies in American Progressivism

Music

252S	Twentieth Century Music

Philosophy

222F	**Social Ethics**
[460W]	**Contemporary Studies of Justice**
470F	**Seminar in Social Ethics**
490S	**Seminar in Policy Evaluation** (Same as Economics 490 and Government 490.)

Psychology

214F	**Social Psychology**
290S	**The Psychology of Language**
312F	**Theories of Personality**

Religion

292F	**American Religious Life and Thought to 1860**
295S	**Contemporary American Religious Thought**
455S	**American Theories of Religion**

Sociology

204S	**Social Stratification**
205W	**Ethnic Relations in the United States**
[216W]	**Individualism**
230W	**Growing Old in America**
250W	**Federalism and Social Policy**
272F	**Sociology of Poverty**
[304S]	**Sociology of Elites**
316F	**American Social Thought**
320F	**Aging and Sex Roles**

Speech

310F	**Readings in Public Address**
450F	**Seminar: Special Topics in Rhetoric**

Anthropology

Faculty
Douglas Raybeck, *Chair*
Grant D. Jones (FWS)
Robert R. Kautz
Hy V. Luong
Henry J. Rutz

A concentration in Anthropology consists of 111, 113, 349, 350, and four other courses. Prospective concentrators are encouraged to take 349 and 350 as early as possible. All concentrators, especially those planning graduate studies, are strongly encouraged to take Philosophy 260 and a course in statistics. Students may earn departmental honors through distinguished achievement in their Anthropology course work, including 450 and 550. A minor in Anthropology consists of 111 or 113, and four other courses approved by the Department, one of which must be at the 300 level.

111F Humankind Evolving. A review of human evolution, human biology, and non-human primate studies. The synthetic study of genetics, race, human paleontology, primate structure and ethology, and culture within the framework of the evolutionary perspective. Kautz.

113F,S Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant, and complex contemporary societies. The Department.

180W Modern Vietnam: Anthropological and Historical Perspectives. Social and cultural aspects of the Vietnam conflict and Vietnamese revolution. Analysis of the impact of colonialism, American involvement, and the problem of social integration after 1975. Luong.

[190W] Origins of the State. A comparative analysis of the rise of early centralized, stratified societies in the Old and New Worlds. Interpretation of state formation, including population pressure, technological progress, and religious and political organization. Maximum enrollment, 20. (Offered in alternate years; next offered 1983-84.)

208F Pacific Societies. An introduction to the indigenous societies of Melanesia, Micronesia, and Polynesia. Problems of adaption to atoll and island environments; land tenure and agricultural systems; social and political organization. Post-contact problems and contemporary issues. Prerequisite, 113 or consent of instructor. (Offered in alternate years.) Rutz.

212F,S Introduction to Archaeology. A review of world prehistory and the various techniques, methods, and theories used by anthropological archaeologists. Emphasis on several key problems, including typology, the evolution of subsistence systems, early New World populations, and the emergence of state polities. Open to freshmen. Kautz.

[220F] Prehispanic Civilizations of Mesoamerica. Origins and development of the indigenous civilizations of Mexico and Central America, with emphasis upon the Olmec, Maya, and Aztecs. The growth of stratified polities, intensive agriculture, urbanization, long distance exchange, writing systems, and major religious traditions. Prerequisite, 212 or consent of instructor. (Next offered 1984-85.)

[222S] Heritage of Conquest in Mesoamerica. An examination of the impact of Spanish conquest, colonialism, and independence period rule upon the indigenous peoples of Mexico and Central America. The influence of changing patterns of production and land tenure, modes of political control, and Christian missionization upon native society and culture. Issues in the study of contemporary ethnic relations in the context of political and economic history. Prerequisite, 113 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

[224F] Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in Malaysia, Indonesia, and the Philippines. Prequisite, 113 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

225F Traditional Chinese Culture and Society. A survey of the social, economic, political, and religious institutions of the Han Chinese, emphasizing the factors responsible for the historical continuity of traditional Chinese society. Prerequisite, 113 or consent of instructor. (Offered in alternate years.) Raybeck.

[240S] Intellect and Culture. An examination of how intellectual processes vary with culture. Anthropological and psychological approaches to perception, learning, communication, and reasoning. Prerequisite, 113 or Psychology 110 or 101. (Same as Psychology 240.) (Offered in alternate years; next offered 1983-84.)

241S North American Indians. Origins and evolution of North American Indian cultures. Emphasis on cultures at time of contact and on relationships between Indians and non-Indians, including discussion of current problems. Prerequisite, 113 or consent of instructor. (Offered in alternate years.) Kautz.

[242S] North American Prehistory. The development of American Indian cultures north of the Rio Grande from the entry of humans into the New World to the arrival of colonizing Europeans. Discussion of "developmental stages;" emphasis on explanations of prehistoric cultural change. Prerequisite, 111 and 212 or consent of instructor. 241 recommended but not required. (Offered every third year; next offered 1983-84.)

246S Language, Symbolism, and Ideology. A survey of the role of language and symbolism in the representation and manipulation of ideology. Topics include linguistic relativity, language, and symbolism in advertising, ethnic relations, political rituals, and religious ceremonies. Prerequisite, 113 or consent of instructor. Not open to students who have taken 232. Luong.

252W The Incest Taboo. A study of incest behavior and the universal taboo on such behavior. Comparison of theories of incest prohibition drawn from anthropology, psychology, and sociobiology. Maximum enrollment, 20. Raybeck.

[254S] Sex Roles in Comparative Perspective. An examination of sex roles from the cross-cultural perspective of anthropology. Comparison of the physiological and psychological evidence for sex differences with the social classifications of sex differences. Socialization, family roles, and the allocation of power within sex roles. Prerequisite, 113 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

258S Nonverbal Communication and Social Interaction. Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of student's observational skills in laboratory and occasional field trips. Prerequisite, 113 or Psychology 101 or consent of instructor. (Offered in alternate years.) Raybeck.

[260S] Political Evolution. Changes in the distribution of power and the organization of authority in preindustrial societies. Typologies and processes in the study of the growth of social stratification. Archaeological, ethnohistorical, and comparative ethnographic approaches. Prerequisite, 113. (Offered in alternate years; next offered 1983-84.)

[266S] Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Ecological models of subsistence systems, technology, population, and human conflict. Prerequisite, 113. (Offered in alternate years; next offered 1983-84.)

272S Material Life, Work, and Consciousness. A comparative study of the impact of technology on patterns of work, comfort, and leisure. Theories of how the individual experiences work in different technological orders. The culture of consumption, visual persuasion, and advertising. (Offered in alternate years.) Rutz.

[273W] Seminar on Household Consumption. The effect of family organization and interpersonal relations on the uses of time and goods. Field exercise required, analysis of data. Maximum enrollment, 12. (Offered in alternate years; next offered 1983-84.)

310S Summer Archaeological Field Study in Belize. A six week intensive introduction to lowland Maya prehistoric and historic archaeology and archaeological field methods. Site mapping, sampling strategies, excavation of domestic and ceremonial architecture; site survey; the use of historical analysis in archaeological research. Prerequisite, 113, 212, and consent of instructor. Minimum enrollment, 10; maximum, 15. Two course credits. Kautz.

321F Evolution of Economy. A study of the evolution of nonindustrial economy and society. Agricultural production, property, and the social division of labor. Economics of marriage, gift-exchange, ceremonial, and marketplace systems. Prerequisite, 113. (Offered in alternate years.) Rutz.

[322F] Paleoecological Techniques for the Archaeologist. A seminar dealing with techniques of ecofact manipulation commonly employed by modern scientific archaeologists. Population estimation; analysis of osteological, malacological, and botanical evidence; field techniques of sampling, dating, flotation, and type-collection preparation. Prerequisite, 212 and consent of instructor. (Offered in alternate years; next offered 1983-84.)

333S Psychological Anthropology. A survey of psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance, and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental

perceptions, and the nature-nurture argument. Prerequisite, 113, a psychology course, and junior/senior standing; or consent of instructor. Raybeck.

334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design, and typology; reconstruction of social organization; history of the discipline. Prerequisite, 113 and 212. (Offered in alternate years.) Kautz.

349F History of Ideas in Anthropology. Studies of intellectual controversies leading to a science of society and culture. The social context of debate over social evolution, race and culture, and the "mind of primitive man." Textual analysis of seminal works. Prerequisite, 113. Open to sophomores. Rutz.

350S Social Organization. Critical evaluation of methodological approaches in social anthropology. The influences of various theoretical perspectives on ethnographic description and analysis. Intensive readings of a selection of ethnographic studies. Student experience in kinship research and analysis. Prerequisite, 349. Luong.

450F Advanced Seminar in Anthropology. Selected topics in contemporary anthropological theory. Prerequisite, 350. Required of candidates for departmental honors. Luong.

550F,W,S Senior Program. A project limited to senior concentrators in Anthropology, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. Prerequisite, 350. The Department.

Arabic

See Critical Languages.

Art

Faculty

Rand Carter
Ralph Lieberman
Steven Liebman (F)
Robert Muirhead (W,S)
Robert Palusky
Deborah Pokinski
Sarah Raymond
William Salzillo

The Art Department offers two concentrations. Prospective concentrators should begin with the core introductions to Design and the History of Art (100 and 150). A concentration in Studio Art consists of 100, 104, 107, and 150; five additional Studio Art courses (at least two above the 200 level); and a second course in the History of Art. A concentration in History of Art consists of 100 and 150; six other courses in History of Art, with a course in three of five areas (Ancient, Medieval, Renaissance/Baroque, Modern, and non-Western); a second course in Studio Art; and Art 550. Honors in the concentration will be awarded on the basis of the cumulative average in coursework and distinguished performance in 501-502 for Studio Art concentrators or in Art 550 for History of Art concentrators. A minor in Studio Art consists of 100, 150, and three additional Studio Art courses, one of which must be at the 200 level. A minor in History of Art consists of 100, 150, and three additional courses in History of Art.

Studio Art

100F Design. An exploration into the visual language: a series of projects that explore such fundamental relationships as line, mass, pattern, and texture, followed by group criticism. Design as the structural basis for all the visual arts. Four hours of studio. Maximum enrollment, 60. Muirhead and Salzillo.

102S Design and Color. A study of color theory and the use of color as a design element. A series of projects followed by group criticism. Four hours of studio. Maximum enrollment, 50. Salzillo.

104F,W Drawing. Study of the basic elements of drawing, including line, texture, mass, and composition. Students to work from the model during class time, do outside assignments, and participate in group criticism. Four hours of studio. Maximum enrollment, 50. Muirhead (Fall); Salzillo (Winter).

107S Three-dimensional Design. Introduction to visual problems in three dimensions. A series of projects followed by group discussion. Four hours of studio. Maximum enrollment, 18. Palusky.

113W Introduction to Photography. An exploration of aesthetic traditions and fundamental techniques including use of cameras, equipment, and developing and printing techniques. Critiques of student work. Four hours of studio. Does not count toward a concentration in Studio Art or History of Art. Maximum enrollment, 18.

121F Language of Film. Introductory survey of the development of the grammar of film. Screenings, lectures, and readings exploring history, theory, and aesthetic principles of film. Students' papers based on screening. Four hours.

203F Painting I. Introduction to the study of the methods and techniques of oil painting with emphasis on still life, figures, and landscape. Four hours of studio. Prerequisite, 100 or 102 or 104. Maximum enrollment, 20. Salzillo.

206F,S Ceramics I. Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects followed by group criticism and technical aspects of ceramics. Fours hours of studio. Prerequisite, 100 or 107. Maximum enrollment, 20. Palusky.

208F Ceramics II. Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis on porcelain and stoneware, use of the potter's wheel, and high-fired glaze technology. Four hours of studio. Prerequisite, 100 or 107. Maximum enrollment, 10. Palusky.

[209S] Sculpture I. Basic methods course dealing in problems of form and technique. Work in plaster, clay, wood, and other traditional materials. Group critiques. Four hours of studio. Prerequisite, 100 or 107. Maximum enrollment, 15. (Offered in alternate years; next offered 1983-84.)

[210W] Intermediate Drawing. Drawing in various modes and media. Course may include further study of anatomy, perspective, and independent conceptual problems. Group criticism. Prerequisite, 104 or consent of instructor. Maximum enrollment, 20. (Offered in alternate years; next offered 1983-84.)

212F,S Photography I. Fundamentals of developing, printing, enlarging, and other basic procedures, including use of cameras. Overcoming of technical difficulties; development of personal style. Additional emphasis on reviewing aesthetic traditions. Critiques of student work. Four hours of studio. Prerequisite, 100 or 104. Maximum enrollment, 18. The Department (Fall); Liebman (Spring).

214W Studies in Selected Media. A course to give the student experience in a single method or technique not normally offered in the curriculum. Technique to be announced in the fall. Prerequisite, 100 and 104. Maximum enrollment, 20.

222F Animation. Various animation techniques. Exploration of cell, collage, photomation, tabletop, and stop motion. Production of short animated films by each student. Prerequisite, 100 and 104, or 212. Maximum enrollment, 10.

235F Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. Four hours of studio. Prerequisite, 100 or 104. Maximum enrollment, 18. Muirhead.

[237S] Lithography. Study of the techniques of lithography. Group criticism. Four hours of studio. Prerequisite, 100 or 104. Maximum enrollment, 18. (Offered in alternate years; next offered 1983-84.)

243F Intermediate Photography. Further investigation of the photographic process through use of a variety of techniques and equipment, including multiple printing, use of 4x5 camera, and design. Prerequisite, 212. Maximum enrollment, 18.

[301W] Printmaking Workshop. Further investigation of a single technique from either the intaglio or lithography processes. Technique to be announced in fall. Prerequisite, 235 or 237. Maximum enrollment, 12. (Offered in alternate years; next offered 1983-84.)

302S Advanced Photography. Search for personal style in photography. Exploration of areas such as surreal photographic story and photomontage. Four hours of studio. Prerequisite, 243. Maximum enrollment, 18. Liebman.

304S Painting Workshop. An exploration in depth of concepts established in Art 203. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 203. Maximum enrollment, 18. Salzillo.

311F Ceramics Workshop. Introduction to more primitive techniques of low fire ceramics. Course may cover pit fire, raku, or whiteware. Emphasis on design problems and group criticism. Four hours of studio. Prerequisite, 206. Maximum enrollment, 18. Palusky.

501-502 Senior Project. A two-term course during which the studio art concentrator will prepare an exhibition of his or her work. Required of studio art candidates for departmental honors. Students who are not honor candidates must have consent of the Department. The Department.

History of Art

150F,S Introduction to the History of Art. The role of works of art in the intellectual history of man. Readings on the broad historical background; class discussion of representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. Pokinski (Fall); Lieberman (Spring).

255F Twelve Buildings. An introduction to the history of architecture through the consideration of twelve buildings: the Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Etienne at Nevers, Chartres Cathedral, the Pazzi Chapel, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace, and the Seagram Building. Lieberman.

259S American Art. A survey of art in North America from the period of European colonization to the present. (Offered in alternate years.) Pokinski.

[261F] Ancient Art. The art of Egypt, Mesopotamia, Crete, and Greece in relation to the philosophical, religious, literary, and political concepts of the times. (Offered in alternate years; next offered 1983-84.)

[267W] Winter Term in Egypt. A survey of 5,000 years of Egyptian art from the prehistoric through the Pharonic, Hellenistic, early Christian, Coptic, and Islamic periods. Visits to archaeological sites and museums will provide the basis for discussions, and each student will keep a journal. Extra cost. Minimum enrollment, 15; maximum, 25. (Offered in alternate years; next offered 1983-84.)

[281S] The Renaissance in the North. Emphasis on painting in the Netherlands, France, and Germany, beginning with the international Gothic style in the late fourteenth century; following the development of the northern style through the work of Jan van Eyck, Rogier van der Weyden, and Jean Fouquet in the fifteenth century; and Albrecht Durer, Hans Holbein, Pietr Brueghel, and the school of Fountainebleau in the sixteenth century. (Offered in alternate years; next offered 1983-84.)

282F The Italian Renaissance. The stylistic development of Renaissance art in Italy, from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Lieberman.

283fW Winter Study in Italy. A survey of art in Italy from Greek times to the present. Visits to the major museums and architectural monuments of Milan, Venice, Florence, Rome, and Naples, with day trips to such cities as Padua, Siena, and Assisi. Some knowledge of the history of Italian art preferred; preparatory reading during the fall semester of 1982 expected. A course in Roman art or Italian Renaissance art strongly suggested. Maximum enrollment, 22. Lieberman.

285F Seventeenth Century Art. The origins of the Baroque in Rome and its dissemination throughout Europe. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velasquez, Poussin, Rembrandt, and Jones. Carter.

286S Eighteenth Century Art. Late Baroque, Rococo, and early neo-Classicism in Europe and its overseas dominions. Architecture, painting, sculpture, and the decorative arts (e.g., interior design, ceramic, silver, etc.). Prerequisite, 150 or 285. (Offered in alternate years.) Carter.

292F Modern Architecture, 1750 to the Present. The origins of an essentially modern attitude toward architecture during the late eighteenth century and its development in the nineteenth and twentieth centuries. Carter.

293F Nineteenth Century Art. Developments in European art beginning with the eighteenth century background of David and concluding with the pictorial innovations of Cezanne. Includes Romanticism, Realism, Impressionism, and Symbolism, considered in the context of the intellectual, social, political, and economic factors relevant to the growth of the modern age. (Offered in alternate years.) Pokinski.

294S Twentieth Century Art. Painting and sculpture in Europe and the U.S. beginning with nineteenth century antecedents in Post-Impressionism and concluding with contemporary developments. Includes Fauvism, Cubism, Expressionism, Surrealism, Abstract Expressionism, Pop, and Conceptual, considered in the context of relevant intellectual, social, political, and economic factors. Pokinski.

295S History of Photography. A survey of the development of the photographic image. Slide lectures and readings exploring history, theory, and aesthetic principles of photography. Prerequisite, 100 and 150. Liebman.

297W History of Modern Sculpture. A survey of the major issues in the development of three-dimensional art forms in the twentieth century with special attention given to major figures such as Picasso, Lipchitz, Moore, Nevelson, Smith, Marisol, Judd, and significant media innovations such as collage, assemblage, environment, and conceptual forms.

[366F] Islamic Art. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, 150. (Offered in alternate years; next offered 1983-84.)

375S Romanesque and Gothic Architecture. The evolution of the Romanesque style and the origins of the High Gothic elevation. The role of structure as style. Prerequisite, 150. (Offered in alternate years.) Lieberman.

390S Seminar in Decorative Arts. A study of style and social function in the arts of design with special emphasis on furniture. Visits to public and private collections. Prerequisite, 285. Carter.

391F Neo-Classicism. Art around 1800 seen as a watershed between Renaissance Humanism and modernism. Topics for discussion include the reinvesting of old forms with new meanings, the revaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticisation of the past and future. Prerequisite, 150. Carter.

393S Modern Architecture: Theory and Practice. A critical examination of the ideas and achievements of Le Corbusier, Mies, and Wright, followed by a discussion of the "post-modernist" reaction. Prerequisite, 292. (Offered in alternate years.) Carter.

[394S] Nineteenth Century American Architecture. A study of nineteenth century American architectural styles beginning with the Greek Revival, including the Gothic and Romanesque revivals, the High Victorian and Beaux Arts or American Renaissance style. Intended to examine relationship between eclectic attitudes and originality. Prerequisite, 150 and another course in History of Art. (Offered in alternate years; next offered 1983-84.)

[397S] Seminar in Modern Art. Selected topics in the history of nineteenth and twentieth century art; topics drawn from Cubism, Contemporary Art, Romanticism, Surrealism, Abstract Expressionism, and others. Prerequisite, 150 and another course in History of Art. (Offered in alternate years; next offered 1983-84.)

550S Senior Tutorial. Designed for concentrators in History of Art. Independent study leading to a comprehensive examination. The Department.

Asian Studies

A concentration in Asian Studies requires two courses from among History 235, 236, and 238; Asian Studies 500F; and five additional courses approved by the Committee on Asian Studies. Courses other than those listed below may be counted toward the concentration upon the approval of the Committee. In addition, appropriate overseas programs may be counted toward the concentration. Honors in Asian Studies will be awarded to concentrators who complete with distinction both Asian Studies 500 and 550. A minor in Asian Studies consists of five courses as approved by the Committee. Students interested in Asian Studies should consult with the Director, Russell T. Blackwood (Philosophy). Other members of the Committee are Professors Rand Carter (Art), Robert M. Croskey (History), Christopher T. Irvin (Economics), Edwin B. Lee (History), Douglas Raybeck (Anthropology), Richard P. Suttmeier (Government), and Jay G. Williams (Religion).

For the academic year 1982-83, the following courses will be offered:

Asian Studies

500F Seminar in Asian Studies. A research-oriented seminar, limited to seniors, culminating in both oral and written presentation. The Committee.

550S Honors Program. A project limited to senior concentrators in Asian Studies, resulting in a thesis supervised by a member of the Committee. Prerequisite, 500. The Committee.

Anthropology

[224F]	**Ethnology of Island Southeast Asia**
225F	**Traditional Chinese Culture and Society**

Art

[267W]	**Winter Term in Egypt**
[366F]	**Islamic Art**

Economics

302W	**The Chinese Economy**

Critical Languages

201-202	**Second Year Chinese (Mandarin)**
207-208	**Second Year Modern Hebrew**
211-212	**Second Year Japanese**
215-216	**Second Year Arabic**

Government

211F	**Politics in China**
[212S]	**Politics in Japan**

History

235S	**Japan**
236F	**China**
238S	**South Asia**
335F	**Modern Japan**
[336F]	**Modern China**

Philosophy

[311F]	**Islamic Thought**
321F	**Hindu and Buddhist Thought**
331F	**Chinese Religion and Thought**

Religion

160W	**Archaeology and the Religion of Israel**
260F	**Music as an Expression of Religion**
[470S]	**Seminar in Asian Religion**

Astronomy

See Physics.

Biology

Faculty

Lawrence R. McManus, *Chair*
Wayne H. Bell (FWS)
A. Duncan Chiquoine
John F. Ellis
David A. Gapp (WS)
Sue A. Miller
Frank E. Price
Eugene C. Putala
Lisa L. Schroeder

A concentration in Biology consists of 111 and seven additional laboratory courses, two of which must be at the 300 level or higher. Winter term courses may not be counted toward the concentration or the minor. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration or in the minor. Students intending to pursue independent study should consult the Department concerning the courses required as background. Students preparing for graduate studies in biology should take at least one year each of calculus, organic chemistry, and physics. Departmental honors will be determined on the basis of distinguished achievement in course work and in an independent project completed in addition to the concentration requirement. A minor in Biology consists of 111 and four additional laboratory courses, one of which must be at the 300 level or higher.

111F General Biology. The molecular and cellular basis of biological organization, including the processing of matter, energy, and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three hours of class and three hours of laboratory. Chiquoine.

112S General Biology. A study of life at and above the level of the organism. Emphasis on evolutionary processes, on the structure, function, and behavior of metazoans, and on the ecology of populations and communities. Three hours of class and three hours of laboratory. Prerequisite, 111. Price.

114S Human Genetics. A study of the facts and techniques of human genetics and their relationship to contemporary societal problems. A course for those not planning to go on in science. May not be counted toward the concentration or the minor. Ellis.

115W Protozoology. The major subphyla of free-living protozoa, with emphasis on culture methods, fixation, staining, and preparation for purposes of identification. Prerequisite, 111. May not be counted toward the concentration or the minor. Maximum enrollment, 12. Ellis.

116S Marine Biology. The ocean as an environment for life and as a human resource. The study of plants and animals of the sea, with consideration of fisheries, mariculture, and pollution. May not be counted toward the concentration or the minor. McManus.

122S General Plant Biology. A study of plant morphology, structural organization and development, mechanisms of reproduction, physiology, and regulation of growth. Three hours of class and three hours of laboratory. Prerequisite, 111. Putala.

125W Plants and Man. Readings and laboratory demonstrations dealing with the history of plant usage in agriculture, medicine, commerce, and art. A course for those not planning to go on in science. May not be counted toward the concentration or the minor. Maximum enrollment, 20. Putala.

132W History of Molecular Biology. The inductive leaps, experiments, personalities and maneuverings which brought about the revolution of modern biology. Prerequisite, 111. May not be counted toward the concentation or the minor. Maximum enrollment, 10. Chiquoine.

[134W] Biology of Reproduction. Physiology and endocrinology of vertebrate reproductive systems; emphasis on hormonal regulation of human reproduction, including pregnancy and parturition. May not be counted toward the concentration or the minor. (Next offered 1983-84.)

136W Nutrition: Current Proposals. The basics of human nutrition as generally accepted and various nutritional diets and ideas currently proposed to the general public. May not be counted toward the concentration or the minor. Maximum enrollment, 20. McManus.

220W Microtechnique. An introduction to techniques and theory of preparation of tissues for light microscopy. Prerequisite, 112. May not be counted toward the concentration or the minor. Maximum enrollment, 10. Miller.

221F Microbiology. The prokaryotic world and the activities of representative microorganisms, including those of ecological and pathological significance. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122. Schroeder.

222S Vertebrate Organization. Historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it.

Mammalian organization emphasized. Three hours of class and three hours of laboratory. Prerequisite, 112. Miller.

226S General Entomology. An introduction to the study of insects, with emphasis on their diversity, biology, and importance to man. Three hours of class and three hours of laboratory. Prerequisite, 112. (Offered in alternate years.) McManus.

227F Genetics. Study of the hereditary materials as analyzed by genetic, chemical, and mathematical techniques. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122. Ellis.

[228S] Invertebrate Zoology. An introduction to multicellular invertebrate organisms, with emphasis on diversity, structure and function, ecology, and evolution. Three hours of class and three hours of laboratory. Prerequisite, 112. (Offered in alternate years; next offered 1983-84.)

229F Man and the Environment. The study of soil, water, air, vegetation, and wildlife as they relate to man's existence. Consideration of the problems of feeding an increasing world population and the impacts of pollution, technology, and urban growth on the life support systems of man. Open to sophomores. May not be counted toward the concentration or the minor. Putala.

231F Plant Diversity. Survey of the plant kingdom; morphology and life histories of algae, bryophytes, and vascular plants, with emphasis on phylogenetic relations. Three hours of class and three hours of laboratory. Prerequisite, 122. Putala.

[331S] Physiology. Fundamentals of vertebrate physiology emphasizing functional and homeostatic controls which regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal, and endocrine systems. Three hours of class and three hours of laboratory. Prerequisite, 222. (Next offered 1983-84.)

333F Embryology. Avian and mammalian embryogenesis and developmental anatomy of mammalian organ systems. Class periods concerned with contemporary topics in developmental biology. Three hours of class and three hours of laboratory. Prerequisite, 222. Miller.

337F General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three hours of class and three hours of laboratory or field exercises. Prerequisite, 112 or 122. Open to juniors. McManus.

[338S] Plant Form and Development. Structure, development, and variations of vegetative and reproductive organs in seed plants. Two hours of class and four hours of laboratory. Prerequisite, 122. (Offered in alternate years; next offered 1983-84.)

348S Systematics of Flowering Plants. Principles of taxonomy of flowering plants, with emphasis on flora of the Northeast. Three hours of class and three hours of laboratory. Prerequisite, 122. (Offered in alternate years.) Putala.

350S Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Prerequisite, four courses in the concentration. Preference given to juniors. Maximum enrollment, 10. Chiquoine.

441F Evolutionary Biology. Modern evolutionary theory. Study of micro-and macroevolutionary phenomena and the historical record; laboratory emphasis on models and computer simulations of population processes and analysis of data. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122. Open to juniors. Price.

442S Cytogenetics. A study of the part played by cells in causing the phenomena of heredity, mutations, and evolution. Three hours of class and three hours of laboratory. Prerequisite, 227. Open to juniors. Ellis.

444F Endocrinology. An integrative approach to the endocrine systems which regulate growth, metabolism, electrolyte balance, and reproduction; cellular and molecular aspects of hormone secretion and hormone action are emphasized. Three hours of class and three hours of laboratory. Prerequisite, 222. Gapp.

446S General Biochemistry. An introduction to the chemical components of cells and the major pathways of energy metabolism in pro- and eukaryotic organisms. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122, and Chemistry 224. Schroeder.

Chemistry

Faculty
Robin B. Kinnel, *Chair*
Leland E. Cratty (FWS)
Donald J. Denney
Dhia A. Habboush
Hamid S. Kasmai

A concentration in Chemistry consists of eight courses, which must include 223-224, 333, 334, and two courses chosen from 337, 340, 441, and 442.

Certain courses in Physics and Mathematics are prerequisite for 333 and 335. Additional work in Chemistry and/or Physics and Mathematics is recommended for students planning graduate work in chemistry. This may include independent study in chemistry. Departmental honors will be determined on the basis of excellence in course work and in an independent project. A minor in Chemistry consists of five courses, which must include 223-224 and 335 (333). Winter term courses may not be counted toward the concentration or the minor. Students interested in a program leading to a degree certified by the American Chemical Society should consult with the Department as early as possible.

[110W] Introduction to Chemistry. An introduction to selected chemical principles, with emphasis on application to modern technology and the environment. Designed for students who do not expect to take further work in chemistry. Not open to students who have had previous work in college chemistry.

111F General Chemistry. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 111 and 117. Kasmai.

112S General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111. Kasmai.

[114W] Topics in Chemical Analysis. Intensive laboratory work involving samples of environmental interest. Class discussions on sampling, sources of chemical "pollution," and the chemistry, efficacy and limitations of analytical methods. Field projects and student

seminars. Prerequisite, 111. Credit not allowed for both 114 and 117. Maximum enrollment, 20. (Offered in alternate years.) The Department.

117F Quantitative Analytical Chemistry. A study of fundamental concepts and principles of chemistry with emphasis on their application in classical quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 111 and 117. Habboush.

[120W] Edible Chemistry. A first course in nutrition, with an emphasis on understanding the metabolic role of the various nutritional requirements. Some attention to secondary metabolic needs: vitamins, hormones, and trace minerals. Laboratory work included. Open to students who have not had 223 or Biology 111. High school biology or chemistry desirable.

216S Inorganic Chemistry. The systematic chemistry of elements other than carbon. The periodic nature of chemical and physical properties of selected main group and transition group elements. Laboratory includes synthesis, characterization, and analysis of inorganic compounds. Three hours of class and three hours of laboratory. Prerequisite, 112 or 117. Habboush.

223F-224S Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 112 or 117. 224 may not be taken as a separate course. Kinnel.

333F Physical Chemistry I. Principles of thermodynamics and their application to closed and open systems, phase and chemical equilibrium, thermodynamics of solutions, electrochemistry, kinetic theory and transport processes. Three hours of class and three hours of laboratory. Prerequisite, 112 or 117, Physics 110-120, and Mathematics 114 or 115 or 213. Denney.

334S Physical Chemistry II. Elementary quantum theory, atomic and molecular structure and spectroscopy, statistical thermodynamics, chemical dynamics. Three hours of class and three hours of laboratory. Prerequisite, 333. Denney.

335F Same course as 333, but without laboratory. Not acceptable for a concentration in Chemistry. Denney.

336S Same course as 334, but without laboratory. Not acceptable for a concentration in Chemistry. Denney.

337F Chemistry of Natural Products. The structure, synthesis, and biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites, and polycyclic pyrrole pigments. Laboratory involves structure proof and synthesis of compounds of interest to natural products chemistry. Three hours of class and three hours of laboratory. Prerequisite, 223-224. Kinnel.

339F Same course as 337, but without laboratory. Not acceptable for a concentration in Chemistry. Kinnel.

340S Physical Organic Chemistry. Application of quantitative and thermodynamic principles to organic chemical reaction mechanisms; introduction to molecular orbital theory and its application to both thermal and photochemical reactions. Laboratory exercises include study of a particular mechanistic problem using the tools of both physical and organic chemistry. Three hours of class and three hours of laboratory. Prerequisite, 223-224 and 334 (may be taken concurrently). Kasmai.

441F Chemical Instrumentation. A study of the principles of instrumentation and their application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite, 334. Denney.

442S Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 334. Habboush.

443S Same course as 442, but without laboratory. Not acceptable for a concentration in Chemistry. Habboush.

Chinese (Mandarin)

See Critical Languages.

Classics

Faculty

James S.A. Cunningham, *Chair*
Mary Margolies

The Department offers concentrations in Classics and Classical Studies. The requirements for a concentration in Classics may be met by the following: either a) six courses in Greek or in Latin and two courses in Classical Studies, or b) four courses in Greek and four in Latin and two courses in Classical Studies. The requirements for a concentration in Classical Studies are the following: one year of Greek or Latin and six courses in Classical Studies. The following courses offered in other departments may be substituted for courses in Classical Studies to satisfy the concentration requirement: Art 261; Comparative Literature 122; Philosophy 201; and Religion 210, 245, and 341. Candidates for departmental honors must achieve an average of not less than 88 in their concentration and must complete with distinction the departmental senior program. The Department also offers minors in Classics and Classical Studies. The requirements for a minor in Classics may be met by the following: either a) four courses in Greek and one course in Classical Studies, or b) four courses in Latin and one course in Classical Studies. The requirements for a minor in Classical Studies are: one year of Greek or Latin and three courses in Classical Studies.

Greek

110F Elementary Greek. Thorough grounding in grammatical forms, syntax, and vocabulary. Written and oral exercises. Elementary readings in the original language. Margolies.

120S Elementary Greek. Further study of grammar, syntax, and vocabulary. Substantial translation of original selections from Greek authors. Prerequisite, 110. Margolies.

210F Intermediate Greek. Extensive reading in selected prose authors. Systematic review of grammar. Prerequisite, 120. Cunningham.

[311S] Homer and Lyric Poetry. Reading in the *Iliad* or *Odyssey*. Introduction to Homer's literary art. Selections from early Greek elegiac, melic, and iambic poetry. Political, social, and intellectual background of archaic Greece. Prerequisite, 210. (Offered every third year; next offered 1984-85.)

325S Greek Historians. Selections from Herodotus, *The Persian War*, and Thucydides, *The Peloponnesian War*. Introduction to the

origins and development of Greek historical writing. Study of major themes, historiographical principles, and styles. Prerequisite, 210. (Offered every third year.) Cunningham.

[335S] Greek Drama. Selected plays read in Greek and in translation. Studies of the origins of Greek drama, both tragedy and comedy. Problems of staging, structure, and themes. Prerequisite, 210. (Offered every third year; next offered 1983-84.)

Latin

110F Elementary Latin. Thorough grounding in grammatical forms, syntax, and vocabulary. Written and oral exercises. Elementary readings in the original language. Margolies.

120S Elementary Latin. Further study of grammar, syntax, and vocabulary. Substantial translation from Latin authors. Prerequisite, 110. Margolies.

210F Intermediate Latin. Reading of Cicero, *Pro Caelio.* Collateral reading of selected poems of Catullus. Introduction to the three main genres of Cicero's prose works: essays, letters, and orations. Systematic grammar review. Prerequisite, 120. Cunningham.

310S Roman History. Selections from Sallust, *Catilina* and *Jugurtha*; and Tacitus, *Annales.* Emphasis on historical outlook and literary merit. Study of the historians' use of sources, narrative techniques, style, and reliability. Prerequisite, 210. (Offered every third year.) Cunningham.

[331S] Augustan Age Poetry. Selections from Horace, Virgil, Ovid, Propertius, and Tibullus. Emphasis on poetic techniques and originality, relations to Greek poetry, and literary and ethical views. Consideration of political and social factors of the Augustan period. Prerequisite, 210. (Offered every third year; next offered 1983-84.)

[351S] Roman Drama. Selected plays of Plautus, Terence, and/or Seneca in Latin and others in translation. A survey of the development and technique of Roman drama; relationship of Roman drama to Greek models, comparison of Roman comedy and tragedy. Prerequisite, 210. (Offered every third year; next offered 1984-85.)

Classical Studies

110F Foundations of Western Civilization: Greece. An introduction to the history, literature, and thought of ancient Greece.

Emphasis on social and political organization. Greece viewed as starting point of later Western civilization. Selected readings from Greek authors in translation. Cunningham.

120S Foundations of Western Civilization: Rome. An introduction to the legacy of Rome through the study of its history and literature. Rome's role as a mediator of Greek culture to Western society. Selected readings from Latin authors in translation. Cunningham.

[230F] Ancient Historians and Historiography. Readings in Herodotus, Thucydides, Livy, and Tacitus. Lectures on the development of historiography, its relationship to philosophy, politics, literature, science, and the problem of fact and interpretation. (Offered in alternate years; next offered 1983-84.)

250F Epic Tradition in Greece and Rome. An introduction to the genre of epic poetry through selected readings of the *Iliad* and the *Odyssey* by Homer, the *Argonautica* of Apollonius, Virgil's *Aeneid,* and Lucan's *Pharsalia.* Attention to questions of originality, continuity, and imitation. (Offered in alternate years.) Margolies.

270S Greek and Latin Tragedy. Selected plays of Aeschylus, Sophocles, Euripides, and Seneca read in translation. Introduction to Greek and Roman theatre with attention to the problems of the origins of drama in Greece and the evolution of drama in Greco-Roman society. (Offered in alternate years.) Margolies.

[310S] Roman Law. Introduction to the legal and judicial systems of Rome. Emphasis on the development of Roman Law into a universal legal code. (Offered in alternate years; next offered 1983-84.)

335fW The Legacy of Greece. Study trip to Greece including visit to Crete. Readings and discussions during fall semester. Prerequisite, Classical Studies 110, or 250, or Art 261. Extra cost. Maximum enrollment, 25. The Department.

450F,S Senior Program. A project limited to senior concentrators in the Department, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. The Department.

Comparative Literature

Faculty

Peter Rabinowitz, *Chair*
Vickie S. Grove (FWS)
Nancy Rabinowitz
Carol Rupprecht

A concentration in Comparative Literature consists of nine courses, including five courses designated as Comparative Literature and four courses in literature in the original language. Requirements include Comparative Literature 211 and 297, and either two literature courses numbered 210 or above in each of two foreign languages, or two courses numbered 210 or above in one foreign language and two courses in English or in American literature numbered 200 or above. Comparative Literature 211 should be completed before the junior year; concentrators are urged to take 495. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature. Honors will be awarded on the basis of the cumulative record and performance on a comprehensive examination in the senior year.

A student may count one of the following courses toward the Comparative Literature concentration, subject to the restriction on 100-level courses in the concentration: Classical Studies 250 and 270, French 205, German 160, and Russian 240. Please consult departmental listings.

A minor in Comparative Literature consists of five courses, including: either 211 or 297; two other courses designated as Comparative Literature; and two other courses in Comparative, English, or foreign literature. Only two 100-level courses may be counted toward the minor.

111F-121S Introductory College English. Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in expository prose. Special emphasis on language training with practice in speaking and reading Standard English. Equivalent to English 110-120; same as English 111-121. Placement by consent of instructor. Open only to freshmen and sophomores. Maximum enrollment, 10. Rupprecht.

122F The Myth of Electra. A comparative study of classical and modern dramatic treatments of the Orestes-Electra story. Readings from Aeschylus, Sophocles, Euripides, Hofmannsthal, Sartre, Giraudoux, and O'Neill. (Offered in alternate years.) N. Rabinowitz.

[123F] Women in Medieval and Renaissance Literature. Focus on representations of women in major French, Italian, and English works. Selections from lyric and epic poetry, prose, and drama, including such authors as Petrarch, Castiglione, Rabelais, Shakespeare, Spenser, and Milton. (Offered in alternate years; next offered 1983-84.)

[141S] Studies in Short Fiction. A comparative study of selected short fiction of the nineteenth century, with special emphasis on the interplay of fantastic and realistic elements. Readings to include works by Hoffmann, Poe, Gogol, Chekhov, and Maupassant. (Offered in alternate years; next offered 1983-84.)

142S Twentieth Century Fiction, Continental and British. An introduction to the critical analysis of literature. Readings include works by Chekhov, Proust, Kafka, Mann, Gide, Woolf, and Lessing. Not open to juniors and seniors. (Offered in alternate years.) N. Rabinowitz.

211S Introduction to European Literature I. Study of representative texts in Western literature from the classical period to the seventeenth century, including selections from the Bible and works by Homer, Virgil, Dante, and Calderon de la Barca. Not open to seniors except by consent of instructor. Rupprecht.

212F Introduction to European Literature II. Study of representative texts in Western literature from the eighteenth century to the present, including selections by Goethe, Flaubert, Dostoyevsky, Ibsen, Brecht, and others. May be taken without 211. Not open to seniors except by consent of instructor. P. Rabinowitz.

222S Nineteenth Century Russian Literature and the European Tradition: The Hero as Failure. Discussion of Russian literature in the context of the Western European works that influenced and were influenced by it. Emphasis on the recurring image of a weak male protagonist unable to come to terms with a stronger, more adaptable woman. Analysis of the theme as both a reflection of Russian attitudes toward love and a metaphorical expression of political frustration in a repressive society. Readings by Byron, Pushkin, Lermontov, Gogol, Turgenev, Flaubert, Dostoyevsky, James, Tolstoy, Chekhov, and others. (Offered in alternate years.) P. Rabinowitz.

[241W] Tragedy. The development of tragic drama from classical times to the present. Works by Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, Pirandello, and O'Neill. Selected readings in the theory of tragedy. (Offered in alternate years; next offered 1983-84.)

245S Modern European Drama and Theater. Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Emphasis on the transformation of written texts into staged productions. Readings to include works by Büchner, Ibsen, Artaud, Appia, Craig, Stanislavski, and Meyerhold. Prerequisite, one course in Comparative, English, or foreign literature, or one course in Theatre. (Same as Theatre 245.) N. Rabinowitz and Bellini-Sharp.

[258S] Opera. A study of the literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Readings to include such works as *The Marriage of Figaro, Tristan and Isolde, Der Rosenkavalier,* and *Wozzeck.* Prerequisite, two courses in literature, or two courses in music, or one course in each field, or consent of instructors. (Same as Music 258.) (Offered in alternate years; next offered 1983-84.)

[273F] Ancient Myths. Readings in the Bible and in Babylonian, Greek, and Roman mythology, with specific attention to those myths which have reappeared most noticeably in Western European literature. Gilgamesh, Enuma Elish, the Bible, Hesoid, Aeschylus, Homeric hymns, Ovid, and others. (Offered in alternate years; next offered 1983-84.)

274S European Literature in the Middle Ages. Readings of representative works of French, German, Latin, and English medieval literature. Examination of the emergence of written, self-reflective culture in epic, lyric, and romance texts, with special emphasis on confession, love, and the quest as modes of individual discovery. Prerequisite, one course in Comparative, English, or foreign literature. Open to sophomores. (Offered in alternate years.) Krueger.

275F European Literature in the Renaissance. Changing views of humanity in the works of representative sixteenth and early seventeenth century authors, including Erasmus, Machiavelli, Montaigne, and Cervantes. Prerequisite, one course in Comparative, English, or foreign literature. (Offered in alternate years.) Rupprecht.

[277S] European Literature in the Eighteenth Century. A consideration of the strains of sentimentality and irony in selected eighteenth century essays, plays, and novels. Readings to include works by Richardson, Diderot, Rousseau, Sterne, Voltaire, Lessing, Goethe,

Beaumarchais, and others. Prerequisite, one course in Comparative, English, or foreign literature. (Offered in alternate years; next offered 1983-84.)

[279S] Romanticism. A comparative approach to romanticism through the fiction, drama, lyric poetry, and literary criticism of the period. Authors to include Hoffmann, Novalis, Friedrich Schlegel, Hugo, Baudelaire, Wordsworth, and Coleridge. Prerequisite, one course in Comparative, English, or foreign literature. (Offered in alternate years; next offered 1983-84.)

280F From Realism to the Avant Garde. The development of the novel and prose drama in the nineteenth and twentieth centuries. Special attention to the changing relationships between art and reality. Readings by Sand, G. Eliot, Ibsen, Chekhov, Kafka, Beckett, Duras, and others. Prerequisite, one course in Comparative, English, or foreign literature. (Offered in alternate years.) N. Rabinowitz.

[290F] Feminist Approaches to Literature. (Offered in alternate years; next offered 1983-84.)

297F The Study of Literature: Critical Tools. Exploration of the kinds of questions that may be asked about literary texts in themselves, and in relation to such disciplines as history, philosophy, and psychology. Critical theory, drama, poetry, and fiction. Prerequisite, two courses in Comparative, English, or foreign literature. Open to sophomores. P. Rabinowitz.

[320F] Contemporary Latin American Novel. A study of the major prose works of the great generation of writers known as the Latin American "boom:" Borges, Sábato, Rulfo, Carpentier, Cortázar, Fuentes, García Márquez, and Vargas Llosa. Classes meet once a week for a joint 80-minute lecture in English and as two separate groups for 50-minute discussion sessions in English and Spanish. Students of Spanish read texts in the original. (Same as Spanish 320.) (Offered every third year; next offered 1983-84.)

[340F] Topics in Genre Studies. Prerequisite, two courses in Comparative, English, or foreign literature, or consent of instructor. (Offered in alternate years; next offered 1983-84.)

[351S] Literature and Psychology. Introduction to methods of interdisciplinary study. Exploration of specific topics in Freud and Jung, followed by application of psychological insights to close readings of selected literary texts such as *King Lear, Faust,* and *Wuthering Heights.*

Prerequisite, two courses in Comparative, English, or foreign literature, or consent of instructor. Open to junors. (Offered in alternate years; next offered 1983-84.)

352S Literature and Ethics. Study of literature as a vehicle for moral concerns and of the relevance of ethics to literary judgment. Special emphasis on popular literature, feminist and Marxist criticism, and the problems raised by censorship and pornography. Selected novels, plays, and criticism by such writers as Plato, Ibsen, Dostoyevsky, Tolstoy, Spillane, Booth, Lenin, Drabble, Piercy, and others. Prerequisite, two courses in Comparative, English, or foreign literature. (Offered in alternate years.) P. Rabinowitz.

395F Author and Influence: Problems in Comparative Methodology. Study of a major author in the international literary context. Emphasis on her or his relationship to historical events, other literary figures, and the reading public. Topic for 1982-83: Shakespeare. Prerequisite, two courses in Comparative, English, or foreign literature. (Offered in alternate years.) Rupprecht.

[490F] Translation Theory: Methods and Problems. Seminar for advanced students with proficiency in at least one foreign language. Discussion of theoretical readings and comparative analysis of translations. Supervised independent work. Prerequisite, consent of the instructor. Open to juniors. (Offered in alternate years; next offered 1983-84.)

495S Topics in Comparative Literature. Topic for 1982-83: Under the theme of "the dream as text, the text as dream," an examination of ancient, medieval, and modern theories about dreams for their usefulness in explicating literary texts. Readings in Artemidorus, Macrobius, Freud, Jung, and the new neurophysiology of dreaming. Literary texts to be selected according to students' areas of interest and language capability. Open to seniors. Rupprecht.

Computer Science

See Mathematics.

Creative Writing

See appropriate courses in English.

Critical Languages

Ginger Miller (Director of Critical Languages Program).

Under the self-instructional Critical Languages Program, students work independently with written and recorded material, and meet three times a week in small groups with a native speaker of the target language. Twice each term the student's progress and achievement are evaluated by an external examiner. With a few exceptions, the languages are offered for a two-year sequence, and the emphasis is on oral proficiency. Languages offered for each year are determined by: student interest; the availability of qualified native speakers, examiners, and suitable material; and sometimes curricular needs. Since students are expected to do a great deal of independent work, they must be highly motivated and self-directed.

For the academic year 1982-83, the following will be offered:

115F-116S First Year Arabic

215F-216S Second Year Arabic

101F-102S First Year Chinese (Mandarin)

201F-202S Second Year Chinese (Mandarin)

107F-108S First Year Modern Hebrew

207F-208S Second Year Modern Hebrew

110F-120S First Year Italian

130F-140S Second Year Italian

111F-112S First Year Japanese

211F-212S Second Year Japanese

117F-118S First Year Polish

121F-122S First Year Swahili

221F-222S Second Year Swahili

Dance

See Theatre and Dance.

Economics

Faculty

Derek C. Jones, *Chair*
James Bradfield
Christopher T. Irvin
Jeffrey Pliskin
Daniel J. Richards
Donald A. Shepard
Sidney Wertimer, Jr. (WS)
James R. White

Special Appointment
Kazimierz Poznanski

A concentration in Economics consists of 100, 110, 265 or 266, 275, 285, and three additional courses, at least two of which are other than Industrial Relations, Introduction to Financial Markets, and Accounting. Students concentrating in Economics are encouraged to take intermediate micro- and macro-theory as well as statistics before the senior year so that they may apply these theoretical tools in upper-level courses. Differential and integral calculus, Introduction to Econometrics (Economics 400), and linear algebra are recommended for students planning graduate work in economics. For students planning graduate work in business, differential and integral calculus is recommended. Students may earn honors in the concentration on the basis of excellent work in economics courses and a research paper showing evidence of outstanding work in the field. A minor in Economics consists of 100, 110, 275, 285, and one other course.

100F,S Introduction to Macroeconomics. National Income: its measurement and the determination of production and employment levels. The role of the government in the economy, particularly fiscal policy. The money supply, monetary policy, and inflation. International trade and payments. The Department.

110F,S Introduction to Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed. Profit maximizing; behavior of firms under differing competitive conditions. Pricing of factors of production and income distribution. Taxation, discriminatory pricing, and government regulation. The Department.

130W Survey of Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Emphasis on theory rather than description. Not open to students who have taken 100 or 110. Maximum enrollment, 50. May not count toward concentration or the minor. White.

[150W] Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems, such as strikes in the public sector. Maximum enrollment, 30. (Offered in alternate years; next offered 1983-84.)

180F Introduction to Financial Markets. Introduction to the principles used by corporations in making investment and financing decisions. The average level and variability of a firm's earnings flow as influences on the market value of its stocks and bonds. Institutional study of financial market mechanisms and mutual funds. A survey of empirical studies of various stock market investment strategies. Bradfield.

208F The Economics of Public Policy. The application of microeconomic theory to public policy problems. Prerequisite, 110. White.

230F Accounting. An elementary study of how the financial transactions of a business firm are usually classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores. Wertimer.

235S Industrial Organization and Public Policy Toward Business. Analysis of the relationship between market structure and industry performance. The antitrust laws and their application, interpretation, and enforcement. Regulation as an alternative to market-determined decisions. Emphasis throughout on applied microeconomic theory. Prerequisite, 110. Richards.

245S Money and Banking. The Federal Reserve System, commercial banks, and the control of the money supply. Structure of the banking industry. Goals and tools of monetary policy. Prerequisite, 100. Richards.

265F,S Applied Statistics. An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing, and introduction to the linear regression model. Primary emphasis on establishing the basic concepts that underlie statistical inference. Prerequisite, 100 and 110, or consent

of instructor. Not open to students who have taken 266, Mathematics 100, or Psychology 210. Pliskin (Fall); Shepard (Spring).

266F Applied Statistics. An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing, and introduction to the linear regression model. Primary emphasis on establishing the basic concepts that underlie statistical inference. More advanced coverage than 265. Prerequisite, 100, 110, and Mathematics 114 or 115, or consent of instructor. Not open to students who have taken 265, Mathematics 100, or Psychology 210. Pliskin.

275F,S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures. Theories of resource allocation, pricing, and income distribution. General equilibrium and economic efficiency. Prerequisite, 100 and 110. Irvin (Fall); Pliskin (Spring).

285F,S Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment, and the demand for money; unemployment and inflation; and theories of economic growth. Prerequisite, 100 and 110. Richards (Fall); Jones (Spring).

[300W] Approaches to Political Economy. An examination of methodologies used by economists, including neo-classical, institutional, and Marxist. Application to problems of growth, education, the capital controversy, and the role of the state. The writings of Veblen, George, Friedman, Samuelson, Galbraith, and the "New Left." Prerequisite, 100 and 110. Maximum enrollment, 20. (Offered in alternate years; next offered 1983-84.)

302W The Chinese Economy. Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949. Analysis of problems including Chinese agriculture and industry, price formation and planning, and alternative approaches to development. Prerequisite, 100 and 110. Maximum enrollment, 25. Irvin.

305S Workers' Participation in Management and Self-Management. An examination of the history, theory, performance, and future prospects for the development of schemes which allow for workers' participation in management, including self-management.

Concentration on producer cooperatives, co-determination, and similar schemes in Europe and the United States. Prerequisite, 100 and 110. Jones.

[315W] Environmental Economics. The problems of market breakdown caused by existence of common property resources. The general problem of determining public policy to correct for market breakdown. Prerequisite, 100 and 110. (Offered in alternate years; next offered 1983-84.)

325F Comparative Economic Systems. A comparative analysis of market and centrally planned systems. Criteria for evaluation. An examination of market, command, mixed, and market socialist economies. Special attention to the Polish economy. Prerequisite, 100 and 110. (Offered in alternate years.) Poznanski.

329S Government and the Economy. Economic and political dimensions of government intervention in the economy. Normative and positive theories of the stabilization, allocation, and distribution functions of government. Problems in determining and implementing appropriate public policy. The political and economic consequences of current government policies. Prerequisite, 100 and 110 and one course in Government, or consent of the instructors. Richards, Eismeier.

333F International Economics. The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems, and the mechanisms of adjustment. Prerequisite, 100 and 110. Pliskin.

335W Public Finance. Analysis of government spending and taxation as these impinge on questions of stabilization, resource allocation, and income distribution. Issues of fiscal federalism. Prerequisite, 100 and 110. (Offered in alternate years.) Shepard.

340S Economic Development. Analysis of the process of development in low income countries. Alternative models of growth. Population growth, education, and labor supply; savings and capital supplies. Patterns of resource use, planning models, and project choice. Distributional issues in the growth process. Prerequisite, 100 and 110. Irvin.

345S Economic Analysis of Urban Areas. The location, size, and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity

within the city. Analysis of selected urban problems and proposed solutions. Prerequisite, 100 and 110. (Offered in alternate years.) White.

[365S] American Economic History. An examination and explanation of the American economy from colonial times to the twentieth century. Prerequisite, 100 and 110. (Offered in alternate years; next offered 1983-84.)

375F Seminar in the History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 100 and 110. Wertimer.

390F Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 100 and 110. (Offered in alternate years.) Jones.

400S Introduction to Econometrics. An introduction to econometric methods that are frequently used in the statistical analysis of economic phenomena. Topics include the classical linear regression model, heteroskedastic and autocorrelated disturbances, stochastic regressors, and simultaneous equations models. Prerequisite, 265 or 266. Pliskin.

410F Topics in Microeconomics. A mathematical treatment of several topics from microeconomic theory; excursions into some more advanced areas not covered in 275. Prerequisite, 275 and Mathematics 114 or 115; or permission of the instructor. Bradfield.

425S Theory of Financial Markets. The theory of portfolio selection and its implications for the measurement of risk, the equilibrium structure of bond and stock prices, and financing and investment decisions of corporations. Empirical tests of portfolio theory using mutual fund performance. Random walk and efficient market models of stock price behavior. Prerequisite, 265 or 266, 275, and Mathematics 113. Bradfield.

430F Topics in Macroeconomics. An excursion into some advanced areas not covered in 285. Some emphasis on recent developments in monetary theory and their application to macroeconomic issues. Prerequisite, 285. Maximum enrollment, 20. Richards.

490S Seminar on Policy Evaluation. Examination of methods and principles for evaluating public policies. Perspectives on policy analysis

from economics, philosophy, and political science. Case studies of policy evaluation, including regulation, taxation, and energy. Prerequisite, consent of instructor. (Same as Government 490 and Philosophy 490.) Anechiarico, Simon, and White.

English

Faculty

Frederick Wagner, *Chair*
George W. Bahlke
Edwin Barrett (Theatre and Dance)
Austin Briggs
Jean D'Costa
Sheila Fisher
Janet Halley
Dwight Lindley
Ivan Marki
Irene McKinney
J. Diane Mowrey
John H. O'Neill
A.B. Paulson
Irma Rosenfeld
William Rosenfeld (WS)
Nathaniel Strout

The Department offers concentrations in English and Writing, as follows:

English

A concentration consists of eight courses in English and American literature, including 200 and three other courses in literature before 1800. These latter should ordinarily be elected before the courses in literature after 1800. Comparative Literature 297 may count toward the concentration but not toward the minor. Concentrators may elect to take written and oral examinations in English late in their senior year; if they earn a grade of B+ or better on the examination and a cumulative average of B+ or better in the courses they take for their concentration, they will receive departmental honors in English. A minor consists of five courses in English and American literature, including 200 and one other course in literature before 1800.

Writing

A concentration consists of eight courses: 200; 203; 205; 410; a course chosen from among 412, 418, and 421; a second course in literature in the original; 550; and one of the following: a third writing course at the 400 level, a third course in literature in the original, or a second independent project in writing. Students may take no more than one writing course a term (410, which must be taken no later than spring of the junior year, is the sole exception; see description); therefore, those who wish to concentrate must complete either 203 or 205 by the end of the sophomore year. Concentrators are urged to develop proficiency in a foreign language. For departmental honors the concentrator may submit a collection of manuscripts, including (1) an essay and (2) poems, stories, or plays. The essay may be a formal essay in literary criticism, an essay on a subject other than literature, or a familiar essay; the second portion may include ten poems, three short stories, or two one-act plays.

Students who earn a B+ or better on this writing and a B+ or better cumulative average for the courses taken for the concentration will receive departmental honors in Writing. A minor consists of 200, 203, 205; a course chosen from among 410, 412, and 418; and a second course in literature in the original.

110F-120W,S Introductory College English. Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature. A student who fails 110 or 111 for some reason other than neglect of work and then passes 120 or 121 may, on the recommendation of the Department, receive a revised grade of D− for 110 or 111. Open only to freshmen and sophomores. Maximum enrollment in 120W is 12. The Department.

111F-121S Introductory College English. Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in expository prose. Special emphasis on language training with practice in speaking and reading Standard English. Equivalent to 110-120; same as Comparative Literature 111-121. Placement by consent of instructor. Open only to freshmen and sophomores. Maximum enrollment, 10. Rupprecht.

125W Introductory Writing: Fiction and Poetry. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Two and one half hours of class each day. Order of priority: seniors, juniors, sophomores, freshmen. Does not count toward a concentration in Writing. Prerequisite, 110 or its equivalent. Not open to students who have taken 203 or 205. Maximum enrollment, 16. McKinney.

178W Women's Spiritual Quests: A Writer's Perspective. A study of women's spiritual quests from 1880 to the present and the relationship between those quests and social and cultural experiences. Works by Atwood, Lessing, Gordon, Schreiner, Silko, and Hurston. Does not count toward the concentration in English. Open to freshmen. Maximum enrollment, 20. (Same as Religion 178W.) (Offered in alternate years.) Mowrey.

200F,S Introduction to English Literature. Analysis of texts selected from representative authors from the beginnings to 1800. Emphasis on Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Four essays required. Prerequisite, 110 or 111

with a grade of at least C−, or its equivalent, or 120 or 121. The Department.

202F,S Intermediate Expository Writing. For students who have not taken 120 and need intensive practice in writing lucid, coherent expository prose. Prerequisite, either 110 or 200 or the equivalent, and consent of instructor. Open only to sophomores and transfer students. Maximum enrollment, 12. Wagner.

203F,S Introductory Writing: Poetry. The fundamental techniques of writing poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings. Open to sophomores. Order of priority: sophomores, juniors, seniors. Prerequisite, 200 (which may be taken concurrently). Maximum enrollment, 16. W. Rosenfeld (Fall); Paulson (Spring).

205F,S Introductory Writing: Fiction. The fundamental techniques of writing fiction. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings. Open to sophomores. Order of priority: sophomores, juniors, seniors. Prerequisite, 200 (which may be taken concurrently). Maximum enrollment, 16. D'Costa, Paulson (Fall); Paulson, McKinney (Spring).

[210W] Charles Dickens. *Hard Times, Great Expectations, Our Mutual Friend.* Prerequisite, 200. Not open to juniors and seniors. Maximum enrollment, two sections of 10 each. (Offered in alternate years; next offered 1983-84.)

220S Introduction to Nineteenth Century English Literature. Study of the main trends in nineteenth century poetry and the novel through analysis of representative works by Wordsworth, Keats, Byron, Dickens, Thackeray, Meredith, and Hardy. Prerequisite, 200. Not open to seniors or to students who have taken 293 or 294. Lindley.

225W Modern and Contemporary Poetry by Women. American women poets of this century. Readings in such authors as Moore, Sexton, Levertov, Rich, Rukeyser, Giovanni, Broumas, Grahn, and selected new poets. Prerequisite, 200. Open to sophomores. Maximum enrollment, 20. Halley.

230S The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M.G. "Monk" Lewis,

Byron, Poe, Emily Brontë, Hawthorne, and Faulkner, Prerequisite, 200. Not open to seniors. Maximum enrollment, 60. (Offered in alternate years.) Briggs.

260S Chaucer. A study of three dream-vision poems, *Troilus and Criseyde,* and major selections from *The Canterbury Tales.* Prerequisite, 200. Fisher.

279W Reading Poetry. The relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 200. Not open to senior concentrators. Maximum enrollment, 20. Marki.

[281F] Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 200. (Offered in alternate years; next offered 1983-84.)

282F Studies in American Authors. American Visionary Poets: a study of modes of perception that reach beyond the intellectual or sensory (dream, nightmare, hallucination, trance) and of the poetic attempts to give them form. Works by Poe, Whitman, Hart Crane, Roethke, Ginsberg, and others. Prerequisite: one of the surveys of American literature. (Offered in alternate years.) Marki.

283F Middle English Literature: 1100-1500. Medieval English literature excluding Chaucer with focus on the fourteenth century. Reading includes *The Pearl,* Mallory's *Morte Darthur, Sir Gawain and the Green Knight,* selections from *Piers Plowman,* and Middle Scots Poetry. Examination of a wide range of genres: the romance, debate, lyric, drama, and allegorical dream vision. Prerequisite, 200. (Offered in alternate years.) Fisher.

[285S] Contemporary American Fiction. Study of selected stories and novels by authors who began their careers after World War II. Prerequisite, 200. (Offered in alternate years; next offered 1983-84.)

286S Milton. Readings of *Paradise Lost*, shorter poems, and selected prose works as historical and formal events. Prerequisite, 200. Open to sophomores. Halley.

287F The Early Renaissance. Representative works in poetry, prose, and drama of the sixteenth century. Major emphasis on Spenser, Sidney, Shakespeare, and Marlowe. Prerequisite, 200. Strout.

288S The Late Renaissance. Representative works in poetry, prose, and drama of the seventeenth century before 1660. Readings in such authors as Bacon, Donne, Herbert, Jonson, Marvell, Browne, Shakespeare, and Ford. Prerequisite, 200. Open to sophomores. Strout.

289F English Literature: 1660-1744. Major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 200. O'Neill.

290S English Literature: 1745-1800. Major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Sterne, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 200. Open to sophomores. O'Neill.

292W Modern British and American Drama. Representative plays by such authors as Wilde, Shaw, Synge, T.S. Eliot, Pinter, Stoppard, O'Neill, Williams, Miller, and Albee. Order of priority: seniors, juniors, sophomores. Open to sophomores. Prerequisite, 200. Maximum enrollment, 30. Wagner.

293F English Romantic Poetry. The art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 200. Lindley.

294S English Victorian Literature. Representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 200. Open to sophomores. Lindley.

[301F] Faulkner and His Southern Contemporaries. Works of William Faulkner and such contemporaries as Flannery O'Connor, Robert Penn Warren, Eudora Welty, and Katherine Anne Porter. Prerequisite, 200 and one other course in literature. (Offered in alternate years; next offered 1983-84.)

302S American Literary Autobiography. Study of the forms through which American writers have sought to embody the search for self-discovery and the process of self-examination. Works by such authors as Franklin, Thoreau, Twain, James, Henry Adams, Stein, Hemingway, Cummings, Henry Miller, Kerouac, Baldwin, and Robert Lowell. Prerequisite, 200. Open to sophomores. (Offered in alternate years.) Wagner.

306F Poetry of the Renaissance and Twentieth Century. A review of the problems involved in the analysis of poetry. An exploration of the relationship between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit, and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, T.S. Eliot, and Thomas. Prerequisite, 200. (Offered in alternate years.) Bahlke.

307F Nineteenth Century American Literature. Representative works by Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, and Mark Twain. Prerequisite, 200. Wagner.

309S Twentieth Century American Literature. Representative works by James, Frost, Pound, T.S. Eliot, Faulkner, Hemingway, Stevens, and others. Prerequisite, 200. Open to sophomores. Marki.

[310W] Modern English Comedy. Works by Shakespeare, Austen, Carroll, Waugh, Beckett, and others. Emphasis on works written after 1800. Prerequisite, 200. Open to sophomores. Maximum enrollment, 30. (Offered in alternate years; next offered 1983-84.)

312W Writing: The Use of Folk Materials. Attention to such themes as cultural displacement and the sense of place. Includes visits by Native American writers. Regular reading and writing assignments as well as critiques in class. Writing genres to be arranged individually with the instructor. Two and one half hours of class each day. Prerequisite, 200. Maximum enrollment, 16. Bruchac.

352S British Literature from Hardy to World War I. Selected readings in poetry and the novel in this transitional period, with emphasis on the poetry of Hopkins, Yeats, and the poets of the Nineties, and the fiction of Hardy, Wilde, Conrad, Joyce *(A Portrait of the Artist as a Young Man),* and Forster. Prerequisite, 200. Open to sophomores. (Offered in alternate years.) Bahlke.

353F British Literature since World War I. Particular attention to Yeats, Woolf, Lawrence, Waugh, T.S. Eliot, and Auden. Prerequisite, 200. Briggs.

[354S] The Novel in England since World War II. Reading of selected novels by such writers as Elizabeth Bowen, Kingsley Amis, Anthony Burgess, Muriel Spark, Angus Wilson, C.P. Snow, Iris Murdoch, Doris Lessing, and Margaret Drabble. Prerequisite, 200. Open to sophomores. (Offered in alternate years; next offered 1983-84.)

[355F] Modern British Poetry. Modern British poets from Yeats to Hughes, with emphasis on T.S. Eliot, Auden, and Thomas. Prerequisite, 200. (Offered in alternate years; next offered 1983-84.)

361S History of the English Language. The development of the English language from Anglo-Saxon times to the present. Special attention paid to language as speech, to the interpretation of literary and vernacular texts in the light of linguistic methodology, and to the formation of dialects of English. Readings from Pyles, Jones, Wyld, Sapir, and others. Prerequisite, 200. Open to juniors. D'Costa.

410F,S Seminar in Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 110 or its equivalent. May be taken concurrently with another writing course. Open to juniors. Not open to students who have taken 202. Briggs, Lindley, and Bahlke (Fall); Lindley and Bahlke (Spring).

412S Seminar in Writing Poetry. For students whose work and purpose have developed sufficiently to warrant advanced work in poetry. Regular reading assignments and discussions as well as critiques in class. Three 80-minute meetings. Prerequisite, 203, 205, and consent of the Department. McKinney.

414S Seminar: James Joyce. *Dubliners, A Portrait of the Artist as a Young Man,* readings in *Finnegans Wake.* Major emphasis on *Ulysses.* Prerequisite, 200 and one other course in literature. Open to juniors. Briggs.

[415S] Seminar: The Novels of E.M. Forster and D.H. Lawrence. An exploration of the fusion of social and prophetic modes in these writers. Consideration of the influence of George Meredith's theory and practice of comedy on Forster's *A Room With A View* and *Howards End.* Lawrence's *Apocalypse* and selected prose as background for *The Rainbow, Lady Chatterley's Lover,* and *The Man Who Died.* Forster's *A Passage to India* and Lawrence's *Women in Love* as major examples of the prophetic mode in twentieth century literature. Prerequisite, 200. Open to sophomores. (Offered in alternate years; next offered 1983-84.)

416S Seminar: Virginia Woolf. Close reading and discussion of the novels from *The Voyage Out* through *Between the Acts.* Prerequisite, 200 and one other course in literature. Open to juniors. (Offered in alternate years.) Bahlke.

418F Seminar in Writing Fiction. For students whose work and purpose have developed sufficiently to warrant advanced work in fiction. Regular reading assignments and discussions as well as critiques in class. Suitable for students interested in playwriting. Students interested in writing for children should consult with the instructor. Three 80-minute meetings. Prerequisite, 203, 205, and consent of the Department. W. Rosenfeld.

[421S] Seminar in Playwriting. For students who wish to learn the techniques of writing the one-act play in prose or verse and revising the play for production. Regular reading assignments, discussions, and critiques in class. Prerequisite, 205; one course in dramatic literature; and consent of the Department. (Offered in alternate years; next offered 1983-84.)

443F-444S Elizabethan and Jacobean Drama. English plays from the beginnings to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 200. 444 may not be taken as a separate course. Students who elect both terms will receive a tentative grade at the end of the first and a double credit grade at the end of the second. Open to juniors. Barrett.

550F,S Independent Project in Writing. Writing in any one or combination of genres: drama, essay, fiction, poetry. Proposals to be submitted in writing and approved by the Department. Open to seniors. The Department.

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses in each and two courses numbered 300 or higher. Students may combine courses from Classics (Greek, Latin); Germanic and Slavic Languages and Literature (German, Russian); and Romance Languages and Literature (French, Spanish). The combination may be departmental or interdepartmental (e.g., German/Russian, Latin/French). Students wishing to count other languages or work done at other institutions toward the concentration must receive approval for such work. Petitions for approval should be sent to the Committee on Foreign Languages, whose membership consists of the chairmen of the departments mentioned above.

Candidates for honors in Foreign Languages must elect a 550 course or an equivalent independent study project approved by the Committee as one of the courses offered for the concentration. Honors candidates will also be required to pass language proficiency tests in two foreign languages and to earn a B+ or better on an honors examination; these tests will be taken at the end of the senior year.

French

See Romance Languages.

Geology

Faculty

Donald B. Potter, *Chair*
David W. Larson
Barbara J. Tewksbury

A concentration in Geology consists of 100, 110, 220, 230, 250, 550-560, and two other courses, excluding 115, 116, 117, and 125. A course in geologic mapping, either at summer field camp or 260, is recommended. All concentrators, but especially those who are planning a career in the earth sciences, should take basic courses chosen from Mathematics and Computer Science, Physics, Chemistry, and Biology, the numbers and choices depending on the student's aptitudes and interests. Departmental honors will be awarded on the basis of excellence in course work and the student's performance in the Senior Program. A minor consists of 100 and four other courses selected by the student and approved by the Department.

100F,S Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, and landforms. Applications to the subjects of plate tectonics, earthquakes, and internal structure and origin of the Earth. Three hours of class, three hours of laboratory, and a local field exercise. Field trip. Potter (Fall); Tewksbury (Spring).

110S Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution emphasized as the bases for the interpretation of geologic history. Three hours of class and three hours of laboratory or field exercises. All-day field trip. Prerequisite, 100. Larson.

[115W] Environmental Geology. An introductory study of the interaction of humans with their geologic environment; of hazards from volcanic, earthquake, mass movement, floodplain, permafrost, and coastal processes; and of methods by which the effects of these processes can be predicted, dealt with, or eliminated. Consideration of problems of land-use planning, waste disposal, and the environmental aspects of natural resource production. Daily lecture and discussion or laboratory. May not be counted toward the concentration. Maximum enrollment, 20. (Offered every third year; next offered 1984-85.)

[116W] Earthquakes. An introduction to the nature, origin, and prediction of earthquakes. Earthquakes as environmental hazards. Internal structure of the earth and plate tectonic movements deduced from seismology. Field trip to a seismological laboratory. May not be

counted toward the concentration. Maximum enrollment, 20. (Offered every third year; next offered 1983-84.)

117W Planetary Geology. The geology of planetary bodies of the solar system, including the history of man's exploration of the solar system, what is known and inferred about the geology of the planets, and how that information has been obtained. Field trip to the Air and Space Museum in Washington, DC. Extra cost. May not be counted toward the concentration. Maximum enrollment, 20. (Offered every third year.) Tewksbury.

[125S] Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, nonmetals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. May not be counted toward the concentration. (Offered in alternate years; next offered 1983-84.)

[200F] Geomorphology and Aerial Photo Interpretation. A study of the origin of landforms and their relationships to rock type, structure, erosional and depositional processes, and climate. Laboratory investigations include techniques and uses of airborne and satellite imagery. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 100. (Offered in alternate years; next offered 1983-84.)

210S Glacial Geology. Origins of glacial climates, nature and movement of glaciers, and glacial erosion and deposition. Three hours of class and laboratory assignments or field study. Field trips. Prerequisite, 100. (Offered in alternate years.) Potter.

220F Mineralogy. Introduction to crystallography, crystal chemistry, and the theory of optical mineralogy. Identification of minerals by physical, spectrochemical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 100 or consent of instructor. Potter.

230F Structural Geology. A study of the origin, development, and classification of macroscopic and microscopic structures in folded and faulted rocks, including consideration of the responses of rock materials to stress. Field, graphical, and laboratory techniques used in studying deformed rocks are emphasized. Three hours of class and three hours of laboratory. Field trips. Tewksbury.

240S Tectonics. A study of the architecture and evolution of features of the Earth's crust on a regional and global scale. Emphasis placed on

the contributions of geophysics and plate tectonic theory to an understanding of the internal structure of the Earth and the development of orogenic belts. Field trip. Prerequisite, 100. 110 is strongly recommended. Tewksbury.

250S Sedimentology. An investigation of the fundamental properties of sedimentary rocks and the important physical and chemical processes which control their distribution. Laboratory studies include loose grain and petrographic analyses. Local field trips, and an extended field trip through the Appalachians. Three hours of class and three hours of laboratory. Prerequisite, 110 and 220. Larson.

260fW Field Mapping, West Texas. Introduction to principles and practice of geologic mapping, using aerial photographs or topographic maps as base maps. Field area in Big Bend National Park. Extra cost. Prerequisite, 100. Minimum enrollment, 5; maximum, 15. Potter.

270F Ocean Basins. An overview of oceanography and geology of marine basins, including topographic features, marine and estuarine processes, marine ecology and influences on marine sedimentation, and paleo-oceanography. Prerequisite, 100. (Offered in alternate years.) Larson.

280F Ore Deposits. A study of the geologic occurrence, genesis, and geographic distribution of the world's major metallic resources. Laboratory investigations emphasize exploration and assessment techniques. Mine trip. Three hours of class and three hours of laboratory. Prerequisite, 100. (Offered in alternate years.) Tewksbury.

[285F] Energy Resources. A study of the geologic occurrence, genesis, and geographic distribution of the Earth's energy resources. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 100. (Offered in alternate years; next offered 1983-84.)

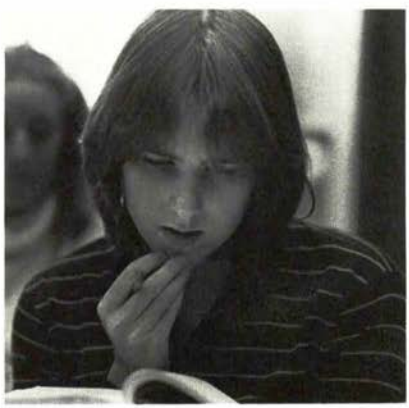
[300F] Invertebrate Paleontology. The classification and evolutionary relationships of invertebrate fossils. Emphasis will be placed on paleoecology and the structure of paleo-communities. Three hours of class and three hours of laboratory or field study. Prerequisite, 110. (Offered in alternate years; next offered 1983-84.)

310S Igneous Petrology. A study of the chemistry, mineralogy, and origin of igneous rocks in the light of experimental data and field occurrences. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 110 and 220. (Offered in alternate years.) Potter.

[320S] Metamorphic Petrology. A study of the chemistry, mineralogy, and origin of metamorphic rocks in light of experimental data and field occurrence. Three hours of class and three hours of laboratory. Weekend field trip. Prerequisite, 110 and 220. (Offered in alternate years; next offered 1983-84.)

330F Stratigraphy. Lithostratigraphic and biostratigraphic principles examined through field and laboratory study of the local Paleozoic strata. Principles of subsurface stratigraphy. Three hours of class and three hours of laboratory. Field trips. Prerequisite, 250 or 300. (Offered in alternate years.) Larson.

550F-560S Senior Program. A two-part program required of senior concentrators. First part: an independent study resulting in a senior thesis. Proposals for studies must be accepted before the end of junior year, and theses completed by start of spring semester of the senior year. Progress reports will be made by students in weekly fall seminars. Second part: senior seminar, a study in the spring term of a single major topic through literature, student presentation, and group discussions. The Department.



Germanic and Slavic Languages and Literature

David N. Young, *Chair*

German

Faculty

Ursula E. Beitter
Thomas Colby (FWS)
Joseph T. Malloy
Sydna S. Weiss

A concentration in German consists of eight courses numbered 130 or higher but including the sequence 210-220 and 550. Students may earn departmental honors through distinguished achievement in the courses approved for the concentration and by passing with distinction a special examination in the final semester of the senior year. A minor in German consists of five courses numbered 130 or higher, including the sequence 210-220. Only one course in translation may be counted toward the concentration or the minor in German. Work in German may lead to either of two concentrations, one in Foreign Languages or one in German proper as described above.

110F-120S German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading, and writing. Four hours of class and laboratory work. The Department.

[120W] Second Term German in Europe. 120-level work covered in a German-speaking city. Visits to museums, theaters, and cinemas as language ability develops. Living in *pension*. Extra cost. Prerequisite, 110 or equivalent. (Offered in alternate years; next offered 1983-84.)

130F Third Term German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 120 or equivalent. Beitter.

148S Fourth Term German. Readings in modern German literature, including such authors as Kafka, Böll, and Brecht. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Malloy.

210F-220S Introduction to German Literature. Study of major writers and literary movements viewed against their respective social and political backgrounds. Approximate coverage: 210, medieval poets to Goethe; 220, Romantic writers to Kafka. Prerequisite, 130. Malloy.

230F-240S Composition and Conversation. Advanced practice in writing German prose. Practice in speaking German on a conversational

level. Compositions and oral reports. Prerequisite, 130. 240 may be taken as a separate course only with permission of the Department. Beitter.

330F German Drama. Historical study of German drama from medieval beginnings to present with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays such as *Einakter, Fastnachtspiele, Hörspiele.* Prerequisite, 130. (Offered in alternate years.) Beitter.

[335W] Winter Term in Europe. Study of German culture in a German-speaking city. Scheduled visits to museums, historical monuments, and theaters. All instruction and conversation in German. Living in *pension.* Extra cost. Prerequisite, 130. (Offered in alternate years; next offered 1983-84.)

370S Medieval German Epic and Poetry. Study of the medieval epic and poetry in relation to the social and political reality of the time. Prerequisite, 210 or consent of instructor. Beitter.

[400S] German Romanticism. Study of the origins, literary expressions, and impact of the Romantic movement in Germany. Prerequisite, 210. (Offered in alternate years; next offered 1983-84.)

[410F-420S] The Age of Goethe. Study of the origins and flourishing of German classicism. Approximate coverage: 410, Herder, Klopstock, Lessing, *Sturm und Drang* writings of Goethe, and Schiller; 420, Goethe's *Faust* and the later works of Schiller. Prerequisite, 210-220. (Offered in alternate years; next offered 1983-84.)

[430] German Poetry. Critical study and interpretation of German lyric poetry. Prerequisite, 210. (Offered in alternate years; next offered 1983-84.)

440S Contemporary German Literature. Readings in the recent literature of Austria, Germany, and Switzerland, and in the work of writers in exile since World War II. Prerequisite, 210. (Offered in alternate years.) Weiss.

550F Senior Program. Study of a major topic of German literature or criticism. Open to seniors and required of concentrators. Prerequisite, 210. Weiss.

German Literature in Translation

160S Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the

thirteenth to the twentieth century. Course taught in English; no German required. (Offered in alternate years.) Weiss.

[162S] Scientists and Society in Twentieth Century German Literature. Investigation of the complex relationship of scientists and society as presented in modern German literature. Literary texts read against background of historical and theoretical essays. Course taught in English; no German required. (Offered in alternate years; next offered 1983-84.)

164W Major Works of German Literature in Film. A study of texts by T. and H. Mann, Kleist, Büchner, Fontane and Wedekind, and of filmed versions of these works. Course taught in English; no German required. Maximum enrollment, 30. Malloy.

Russian and Russian Studies

Faculty

David N. Young

A concentration in Russian Studies consists of eight courses, including: Russian 130 and 200; History 221 and 222; and four other approved courses from among Russian 210, 230, 240, 310, 320, and 420; Comparative Literature 222; Government 213; History 323 and 328; and Independent Study. In addition, appropriate study in the Soviet Union may be counted toward the concentration. Honors will be determined by excellence in course work and the completion of an independent study project in the senior year. A minor in Russian Studies consists of five courses, including the four required for the concentration and one other from the above list.

110F First Term Russian. An introduction to the speaking, aural comprehension, reading, and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work. Young.

120S Second Term Russian. Further work in the speaking, aural comprehension, reading, and writing of Russian. Four hours of class and laboratory work. Prerequisite, 110. Young.

130F Third Term Russian. Systematic review of structure, with emphasis on oral practice and development of writing skills. Selected

readings from Russian literature and culture. Four hours of class. Prerequisite, 120 or consent of instructor. Young.

200S Fourth Term Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian literature chosen to improve skill in translating. Four hours of class. Prerequisite, 130 or consent of instructor. Young.

210F Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected nineteenth century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 200 or consent of instructor. (Offered in alternate years.) Young.

[230F] Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected nineteenth century classics after 1850, including Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 200 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

310S Advanced Conversation and Composition. Oral and written reports employing complex Russian syntax. Materials drawn from contemporary Soviet newspapers and journals. Prerequisite, 200 or consent of instructor. (Offered in alternate years.) Young.

[320S] Soviet Literature. Readings, discussions, and reports in Russian on selected twentieth century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 200 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

[420fW] Aspects of Soviet Life. Study-trip to the U.S.S.R. including several non-Russian republics. Readings and discussions during fall semester. Prerequisite, History 222, or Russian 120, or Government 213. Extra cost. Maximum enrollment, 25. (Same as History 420.) (Offered in alternate years; next offered 1983-84.)

Russian Literature in Translation

[240W] Russian Literature in the Soviet Period. Survey of twentieth century Russian prose fiction in translation. Emphasis on literary, political, and social trends as expressed in major works by writers such as Gorky, Babel, Sholokhov, Pasternak, and Solzhenitsyn. (Offered in alternate years; next offered 1983-84.)

Government

Faculty

Richard P. Suttmeier, *Chair*
Frank M. Anechiarico (F)
Theodore J. Eismeier (F)
David C. Paris (S)
Michael Ranis
Channing B. Richardson
Arthur Sanders
Catherine I. Stone

Special Appointment
Eric Jones

The Department offers concentrations in Government and Public Policy, as follows:

Government

A concentration in Government consists of eight courses; seven of these must be at the 200 level or above, including 229, at least two at the 300 level, and one 400-level seminar normally to be taken in the senior year. 229 must be completed by the end of the junior year. Not more than one winter term course may be counted toward the concentration. To qualify for honors in Government, a student must submit a distinguished record in departmental courses and have completed with distinction either 550F or 550S (Topics in Politics). A minor in Government consists of five courses, at least two of which are at the 300 level or above. Not more than one-100 level course and not more than one winter term course may be counted toward the minor.

Public Policy

A concentration in Public Policy consists of 229, 230, 250, 331, and 490; Economics 100, 110, and 208; and two courses in political or social philosophy chosen in consultation with the Department. Credit from the Term in Washington Program may be substituted for up to two of the above with the approval of the Department. Students interested in pursuing graduate study in public policy and/or careers in public affairs are encouraged to take additional courses in substantive areas of public policy and in Mathematics. To qualify for honors in Public Policy, a student must submit a distinguished record in the concentration and must complete a senior thesis with distinction. A minor in Public Policy consists of two courses in Government and one in Philosophy chosen in consultation with the Department, and Economics 110 and 208.

Term in Washington Programs

The Term in Washington Programs combine regular academic study with the experience and understanding gained by working in congressional and executive offices. Comparable programs are offered in the fall and spring terms. Four credits are awarded toward graduation, two of which (325

and 327) count toward a concentration in Government, and up to two may be counted toward a concentration in Public Policy.

112F Comparative Politics. An introduction to foreign political systems and approaches used in the comparative study of governments and politics. Political parties and interest groups, political elites, policy making, policy implementation, political culture, and development and change discussed in the context of an examination of selected Western and non-Western political systems. Ranis.

114F,S International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, and propaganda; limited and total war; foreign policies and conflicts of the great powers; the United Nations system. Analysis of selected problems. Search for patterns in international affairs. Richardson.

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process, and most generally, the distribution of political power in American society. Stone (Fall, Spring); Sanders (Fall); Eismeier (Spring).

117F Introduction to Political Theory. Survey of political theorists from Plato to the present; examination of questions of liberty, equality, and justice; special emphasis on work of Mill, Marx, and elite theory. Paris.

190S Science, Technology, and Government. Examination of social problems resulting from scientific and technological progress. Public policies supporting and regulating science and technology in the U.S. Historical development of science-government relations in the U.S. Politics of science and technology. Comparisons to Japan, the Soviet Union, and China. Suttmeier.

204W The Arab-Israeli Conflict. An examination of the issues, interests, and power struggles in the Arab-Israeli conflict. An analysis of changes in perceptions as a result of recent developments in the area and in the world system. Maximum enrollment, 50. Ranis.

207W Politics and World Energy Policy. An examination of political, economic, military, and strategic aspects of the world energy situation. Comparative analysis of domestic energy policies; energy issues as factors in international politics. Consideration of energy choices faced by the U.S., the U.S.S.R., Europe, Japan, China, and the OPEC nations. Maximum enrollment, 30. Jones.

208W Political Extremism in America. An investigation of radical and reactionary movements in American politics. Social and psychological theories of left- and right-wing extremism; the history and future of such movements; their consequences for the political system. Maximum enrollment, 35. Sanders.

211F Politics in China. Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, and the politics of modernization. Suttmeier.

[212S] Politics in Japan. Origins of contemporary Japanese democracy, the socioeconomic setting of politics, political institutions, policy problems of post-industrial society, and foreign relations. (Next offered 1983-84.)

213F Politics of the Soviet Union. Analysis of the Soviet political system emphasizing persistance and change over time. Topics include: intra-elite and elite-mass interactions, political activities of occupational and social groups, economic management and public policy, changing patterns of social control, dissent and political change. Jones.

214S Politics in Western Europe. Comparative study of government and politics in larger and smaller European systems. Topics include: the role of political culture, cleavage and consenus, government stability and instability, bureaucratic responsibility, and the movement toward European community. Ranis.

221S Political Organizations. An examination of the origins and activities of interest groups and political parties in American and other Western democracies. The internal operations of organizations and their roles in elections and governmental decision-making will be of special interest. Sanders.

224S Politics in Africa. Analysis of the efforts of African governments to create unity, order, and development. Conflicts between them. Great Power interventions. Selected individual research topics on southern Africa, Zimbabwe, the Horn, Ghana, Nigeria, and Tanzania. Richardson.

225S Politics and Society in Latin America. Three national revolutions (Mexican, Peruvian, and Cuban) examined in the context of long-term processes of social and economic change. Topics include: competing ideologies of development, social impact of economic growth,

class conflict in urban and rural settings, urbanization, and population growth. (Same as Sociology 225.) Gilbert.

[226F] The Presidency. Presidential elections, the organization and operation of the institutionalized Presidency, presidential relations with Congress and the bureaucracy. Appraisal of the problems and prospects of presidential leadership. (Next offered 1983-84.)

227S The Politics of American Federalism. A study of state governments and their changing role in the American federal system. Patterns of electoral competition, party organization, and executive and legislative policymaking in the states. The division of authority between the national and state governments. Analysis of specific issues including revenue sharing, block grants, and the New Federalism. Eismeier.

228S Congress. Congressional elections, procedures, parties, and committees, and the role of Congress in the making of public policy. Analysis of internal structures of the Senate and the House which influence institutional integration and adaptation to outside demands. Stone.

229F,S Introduction to the Scope and Methods of Political Science. Introduction to the philosophical, theoretical, and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, three semester courses in Government or consent of instructor. Suttmeier (Fall); Anechiarico (Spring).

230F Data Analysis for Politics and Policy. An introduction to practical data analysis. Application of elementary statistical techniques to a variety of problems, including election prediction, survey analysis, and policy evaluation. Sanders.

250W The Public Policy Process. Perspectives on the formation and impact of policy decisions of national and subnational governments. Explanatory models from economics and political science. Maximum enrollment, 30. Stone.

270F Democratic Theory. Analysis of the idea of democracy, traditions of democratic theory, and current problems of democracy in practice. Topics examined include consent and obligation, liberty and equality, community power, participation, and bureaucracy. Paris.

[271F] Marxist Political Theory. Examination of Marx's writing on politics; discussion of contemporary interpretations of Marxism,

especially as they apply to the theory of the state. Topics also include national variations, imperialism, and Marxist humanism. (Next offered 1983-84.)

[272S] Elite Theory. Examination of the role and justification of elites in society. Review of the origins of elite theory in Pareto, Mosca, and Weber; analysis of the current use of elite concepts in political theory, including study of recruitment and circulation, comparative analysis of elites, and debates about equality. (Next offered 1983-84.)

[300S] Equality and the Constitution. The ethics and politics of equal protection litigation; questions of discrimination respecting race, sex, age, and economic status. Prerequisite, at least one course above the 100 level in either Philosophy or Government, or consent of instructor. Open to juniors. (Same as Philosophy 300.) (Next offered 1983-84.)

[313F] Ideology and the Political System. Comparative study of the role of ideology within political systems. Ideological differences in developed and developing authoritarian and pluralistic political systems. (Next offered 1983-84.)

[316S] Revolution and Political Change. Comparative analysis of revolution as an agent of sociopolitical change. The sources and processes of revolutionary violence, ideology, and mass movements. (Next offered 1983-84.)

320S American Foreign Policy. Emphasis on roles played in decision-making by the President, the Departments of State and Defense, public opinion, and the Foreign Service. Selected case studies: Cuba, Vietnam, arms control, Middle East, detente, and aid programs. Prerequisite, two courses in Government, History, or Economics. Richardson.

321F,S Term in Washington: Congressional and Executive Internships. Two consecutive six-week internships; first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns are to assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. Does not count toward the concentration. Offered only pass/fail. Eismeier (Fall); Paris (Spring).

323F,S Term in Washington: Intern Participant-Observation. Participants in the program will be asked to evaluate their experience in government offices through a series of group discussions and papers

focused on particular aspects of the internships. Does not count toward the concentration. Eismeier (Fall); Paris (Spring).

325F,S Term in Washington: Seminar. An academic seminar focusing on the public policy process and national-international issues supplemented by interviews with public officials. Eismeier (Fall); Paris (Spring).

327F,S Term in Washington: Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Eismeier (Fall); Paris (Spring).

329S Government and the Economy. Economic and political dimensions of government intervention in the economy. Normative and positive theories of the stabilization, allocation, and distribution functions of government. Problems in determining and implementing appropriate public policy. The political and economic consequences of current government policies. Prerequisites, Economics 100 and 110 and one course in Government, or consent of instructors. (Same as Economics 329). Eismeier, Richards.

331F Organization Theory. Analysis of large-scale organizations. Specific topics include bureaucratic structure, power, technology, change, anarchy, and interaction between organizations and their environments. Prerequisite, one course in social science or consent of instructor. (Same as Sociology 307). Chambliss.

333F Survey of Constitutional Law. Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process, and other questions of individual rights. Open to juniors. Prerequisite, 116 or a course in American history. Stone.

336S American Political Tradition. An examination of American values and their roles in the political system. Emphasis on the relationship between American ideals and American institutions. Prerequisite, 116. Sanders.

[345S] Comparative Ethnic Politics. Examination of the role of ethnic, racial, and sexual groups in the politics of plural societies. Topics include the emergence and mobilization of collective consciousness, ethnicity and political nationalism, non-state nations as international

actors, and the relative utility of such reactive strategies as co-option, repression, and assimilation. (Next offered 1984-85.)

346S Authoritarianism. An examination of the characteristics of authoritarian regimes, how they came to power, and their public policies from the perspective of the crises and challenges that development and modernization pose to societies; case studies of Fascism and National Socialism and contemporary "Third World" countries. Ranis.

347F The Political Bases of Economic Performance. Comparative examination of the impact of politics and political institutions on economic stability, growth, and development in selected countries. Trade policies and tariffs, regulation, planning, interest group politics, and income policies analyzed in historical context. Ranis.

[350S] Politics in Urban Areas. The structure and function of urban political systems in the United States. Analysis of the development of urban political structures followed by a consideration of metropolitan public economy. Prerequisite, 116. (Next offered 1983-84.)

364S The Criminal Justice System. A survey and analysis of American institutions responsible for detecting, preventing, and punishing criminal behavior. Emphasis on the role of federal agencies and on the conflict between professionalism and democratic ideology within agencies of social control. Anechiarico.

[390S] International Law. Sources, institutions, and enforcement of international law. The search for effective legal standards via the World Court, arbitration, and the pacific settlement of disputes. Law of treaties, war, and international legal protection of human rights. Prerequisite, two courses in Economics, Government, or History. (Next offered 1983-84.)

403S Seminar on Congressional Elections. An examination of the influences at work in congressional elections, with special emphasis placed upon the November 1982 races. Major topics covered will include: incumbency, party voting, the effects of issues, candidates, presidential voting, and redistricting. Prerequisite, two courses in Government. Stone.

405S Comparative Public Policy. Analysis of the public policies of industrialized nations in such areas as health, education, economic development, and economic regulation. The course will emphasize the choices and constraints faced by governments in developing such public

policies, and the similarities and differences that these produce. Prerequisite, two courses in Government. Ranis.

410F Seminar on Public Opinion. Analysis of how Americans form political opinions and the ways in which they act upon them; topics include how voters choose among candidates, the role of the media, and the psychology of opinion formation. Prerequisite, two courses in Government. Sanders.

[420S] Seminar on Comparative Communist Political Systems. An analysis of the similarities and differences among communist political systems. Topics include ideology, political mobilization, social control, decision-making, strategies of revolution, and developmental mechanisms. Prerequisite, two courses in Government. (Next offered 1983-84.)

[430S] Seminar on Administrative Law. The delegation of legislative and judicial authority to administrative agencies and regulatory commissions. Legal case analysis supplemented by social science literature on the administrative process. Prerequisite, two courses in Government. (Next offered 1983-84.)

440F Seminar on Problems of a New World Order. An inquiry into the capacity of the international system to adapt successfully to new demands and problems posed for it by poverty, famine, commodity cartels, resource depletion, arms sales, war, and multi-national corporations. Emphasis on public and private international organizations. Prerequisite, two courses in Government. Richardson.

450S Seminar on Technology, Values, and the Politics of Post-Industrial Societies. Examination of contemporary theories of post-industrial society; value change in post-industrial society; relationships between technology and modern social complexity; technology as a force in the creation of political values; politics as a force in technological choice; case studies. Prerequisite, two courses in Government. Suttmeier.

[460S] Seminar on Government and the Economy. The role of government in the American economy. Presidential, congressional, and administrative perspectives on economic policymaking. Issues to be considered include fiscal and monetary policy, tax reform, regulation, and national planning. Prerequisite, two courses in Government. (Next offered 1983-84.)

470F Seminar on Participation and Democratic Theory. Analysis of competing views on the nature and value of participation.

Examination of participation in electoral, neighborhood, and administrative contexts. Consideration of problems of equality, decentralization, and specialization. Prerequisite, two courses in Government. Paris.

490S Seminar on Policy Evaluation. Examination of methods and principles for evaluating public policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, consent of instructor. (Same as Economics 490 and Philosophy 490.) Anechiarico, Simon, White.

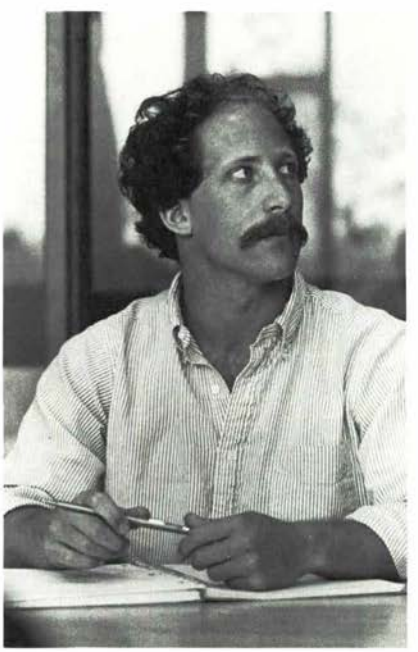
550F,S Topics in Politics. Individual research project selected by the student with the approval and supervision of a faculty sponsor. Culminates in senior thesis. Required for departmental honors. Open only to senior concentrators. The Department.

Greek (Ancient)

See Classics.

Hebrew

See Critical Languages.



History

Faculty

David R. Millar, *Chair*
Robert M. Croskey
Esther Kanipe
Alfred H. Kelly
Edwin B. Lee
Peter T. Marcy
Robert L. Paquette
C. Duncan Rice
Orest Subtelny (FWS)
Eugene M. Tobin

A concentration in History consists of eight courses, including 101 and 439, that provide acquaintance with at least two areas (Europe, America, Latin America, Asia) and experience in depth in at least one of them. Upon approval of the Department, a concentration may include courses from related disciplines. Students may earn departmental honors through distinguished achievement in their history course work, including 550. A minor consists of five courses in History, including 101 and 439, as approved by the Department.

101F,S Foundations of Modern Society. A survey of the political, economic, social, and intellectual developments that have shaped the modern world. The Department.

125W The Holocaust. Historical roots of anti-semitism; the Nazi policy of genocide against Jews and other groups; Jewish responses to persecution; emphasis on the special problems of understanding the events which comprise the Holocaust. Priorities: seniors, juniors, sophomores, freshmen. Maximum enrollment, 50. (Offered in alternate years.) Kelly.

[130W] Imperialism in Northeast Asia. A diplomatic history of the decade 1895-1905; the effects upon the Chinese empire of the policies of Japan, Russia, Britain, France, Germany, and the United States. Not open to students who have taken 131, 132, 235, or 236. Maximum enrollment, 40. (Offered in alternate years; next offered 1983-84.)

156W The Civil War. An exploration into the causes and consequences of the Civil War, with emphasis on the problem of slavery, Lincoln the politician, and military strategy. Priorities: seniors, juniors, sophomores, freshmen. Maximum enrollment, 40. Paquette.

170W Utopians and Realists. An investigation of discontent, social criticism, and schemes for the ideal community as seen in the writings of some of the major thinkers in Western society, including Plato, Dante, Machiavelli, and Morris. Maximum enrollment, 20. Marcy.

178W American Lives and Letters. An introduction to the art of reading and writing historical biography; emphasis upon the interaction of evidence, interpretation, imagination, and creative style. Maximum enrollment, 20. Millar.

[190W] Oral and Community History. Introduction to the methods and possibilities of oral history research; emphasis upon the concept of community as an organizing principle for the study of twentieth century American society. (Next offered 1984-85.)

211W The French Revolution. A study of the social, intellectual, economic, and political origins of the dissolution of French society in 1789, and of revolution and civil war, 1789-1799. Prerequisite, 101 or sophomore standing. Priorities: sophomores, juniors, seniors, freshmen. Maximum enrollment, 20. (Offered in alternate years.) Kanipe.

212S Modern Germany, 1789 to the Present. Political, cultural, and social developments, with emphasis on the authoritarian vesus the liberal tradition, unity and modernization, the World Wars, and Nazi tyranny. Prerequisite, 101 or sophomore standing. (Offered in alternate years.) Kelly.

214F France Since 1750. Social, economic, and political developments in France; emphasis on alternation between authoritarian governments and revolutions, modernization, the importance of class, gender, and age to social movements, and the impact of war on society. Prerequisite, 101 or sophomore standing. Kanipe.

215F Renaissance Europe. A survey of the intellectual, political, and economic history of the Renaissance in Italy and northern Europe. Prerequisite, 101 or sophomore standing. Miller.

216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. Prerequisite, 101 or sophomore standing. (Same as Religion 216.) Miller.

218F Europe in the Twentieth Century. Social, economic, and demographic developments in Europe since 1900; emphasis on the impact of two world wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, 101 or sophomore standing. Kanipe.

220F The Scientific Revolution. From Copernicus to Newton. An examination of the growth and development of modern science; emphasis

upon astronomy, chemistry, anatomy, mechanics, and the relationship of science to society. Prerequisite, 101 or sophomore standing. Jervis.

221F Imperial Russia. Following an introductory survey of Kiev and Muscovy, a study of the growth of the empire from the seventeenth to the twentieth century. Special emphasis on the development of autocracy, serfdom, and the radical intelligentsia. Prerequisite, 101 or sophomore standing. Croskey.

222S The Soviet Regime. Russia on the eve of revolution; causes and processes underlying the collapse of the old order and the establishment and consolidation of the new Soviet regime; the U.S.S.R. in World War II and up to the 1980s. Prerequisite, 221. Croskey.

225F Modern European Intellectual History, 1600-1830. Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism, and German idealism. Prerequisite, 101 or sophomore standing. Kelly.

226S Modern European Intellectual History, 1830 to the Present. Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, Fascism, Communism, and existentialism. Prerequisite, 225 or sophomore standing. Kelly.

228F The Family in Modern History. A study of marriage, sex, and the family from the sixteenth through the nineteenth centuries in Europe and America with some emphasis on Great Britain. Prerequisite, 101 or sophomore standing. (Offered in alternate years.) Marcy.

229S Women in Modern Europe. A survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment, and communities; women's struggles as religious, revolutionary, and/or feminist rebels. Prerequisite, 101 or sophomore standing. (Offered in alternate years.) Kanipe.

[230W] World War I. Diplomatic, social, and economic conflicts which provoked war; Eastern and Western Fronts from perspectives of soldiers and of commanders; comparisons of the war's social, psychological, economic, and political consequences for Great Britain, France, and Germany. Prerequisite, 101 or junior standing. Maximum enrollment, 30. (Offered in alternate years; next offered 1983-84.)

233S Modern Eastern Europe. A survey of the history of Eastern Europe from the partition of Poland in 1771 to the present. Prerequisite, 101 or sophomore standing. Croskey.

235S Japan. A survey of the history of Japan from its legendary beginnings to its present eminence as one of the world's greatest industrial powers. Emphasis upon institutional, religious, and literary developments. Prerequisite, 101 or sophomore standing. Lee.

236F China. A survey of the history of the world's oldest and most populous civilization from the earliest times to the present, with emphasis upon the philosophical, political, and social forces that have provided its unity and continuity. Prerequisite, 101 or sophomore standing. Lee.

238S South Asia. A survey of the history of the Indian subcontinent— India, Pakistan, and Bangladesh—from the earliest times to the present, with emphasis upon the social and religious forces that have provided its continuity. Prerequisite, 101 or sophomore standing. (Offered in alternate years.) Lee.

241S American Colonial History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Prerequisite, 101 or sophomore standing. Millar.

243F Tudor/Stuart England. A survey of the political and religious history of England from 1485 through the Glorious Revolution, with some attention given to social and economic developments. Prerequisite, 101 or sophomore standing. Marcy.

244S Modern Britain. A survey of the political and social history of Britain from the Glorious Revolution to the present. Prerequisite, 101 or sophomore standing. Marcy.

246F American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors that influenced the formulation of foreign policy and the conduct of foreign affairs. Prerequisite, 101 or sophomore standing. Millar.

[248S] The Origins of Medieval Society. Topics in European history from the decline of the Roman Empire through the tenth century, with particular emphasis on the Roman and Germanic contributions to medieval political, legal, social, and religious institutions. Prerequisite, 101 or junior standing. (Offered in alternate years; next offered 1983-84.)

251F Nineteenth Century America. A survey of American life from 1789 to 1900, with emphasis upon the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Prerequisite, 101 or sophomore standing. Paquette.

253F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914; emphasis upon conflict and consensus through peace and war, conservatism and liberalism within the political mainstream, and problems of contemporary America. Prerequisite, 101 or sophomore standing. Tobin.

258S Economic History of the United States. Historical and political development of the American economy; colonial and early national economic growth, agricultural specialization and unrest, transportation, industrialization, urbanization, big business and its regulations, labor organization; problems of class, war, and depressions; progress and welfare, corporations and public policy. Prerequisite, 101 or sophomore standing. (Offered in alternate years.) Tobin.

[259W] Labor and the Working Class in America. A chronological introduction to the study of labor history with emphasis upon the union and non-union experience; special attention to changes in work, culture, and society from the pre-industrial to post-industrial eras; additional focus on the impact of region, ethnicity, and socialist and radical politics on workers and working class life. Priorities: seniors, juniors, sophomores, freshmen. Maximum enrollment, 40. (Offered in alternate years; next offered 1983-84.)

261F Latin America in the Colonial Period. The exploration, conquest, and colonization of Latin America, with emphasis upon the long-term effects of Spanish colonial policy. Prerequisite, 101 or sophomore standing. Paquette.

262S Latin America in the National Period. The political and social development of Latin American states since independence, with emphasis upon the Caribbean region. Prerequisite, 261 or sophomore standing and consent of instructor. Paquette.

264S The Expansion of Europe. The overseas empires of Portugal, Spain, Holland, Britain, and France from the mid-fifteenth century to 1815. Emphasis on rivalries in the Americas, on Black and Indian

slavery, and on technological change. Prerequisite, 101 or sophomore standing. Rice.

[276S] Introduction to the History of Science. Origins of science in the ancient world; the Medieval tradition; the Scientific Revolution; national scientific traditions; cultural impacts of evolution and relativity. Emphasis on the interaction between science and other historical forces. Prerequisite, 101 or junior standing. (Offered in alternate years; next offered 1983-84.)

311F Seminar on Social and Economic Change in Britain, 1688-1850. An examination of the problems of social and economic change in a burgeoning industrial society. Prerequisite, 101 or sophomore standing and one course in modern European history or Economics. (Offered in alternate years.) Marcy.

[314F] Nazi Germany. Origins of the Nazi movement; Hitler and the Nazi party; daily life in the Third Reich; origins and causes of World War II; the Holocaust. Prerequisite, 101 or junior standing. (Offered in alternate years; next offered 1983-84.)

[315S] Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. Prerequisite, 214 or one 200-level course in European history or consent of instructor. (Offered in alternate years; next offered 1983-84.)

318S Ideas of History. An exploration of the problems of historical understanding, explanation, objectivity, causation, and determinism through examination of major nineteenth and twentieth century philosophers of history. Prerequisite, 101 or sophomore standing and one course in History or Philosophy. Marcy.

323F Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. Prerequisite, 222. (Offered in alternate years.) Croskey.

328S Stalin and Stalinism. Political, economic, and cultural aspects of the U.S.S.R. during Stalin's rule. Prerequisite, 222. Croskey.

329F Topics in European Intellectual History. A detailed study of the works and influence of an individual seminal thinker or school of thought. Topic for 1982: Friedrich Nietzsche. Prerequisite, 225 or 226 or consent of the instructor. Kelly.

335F Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 235. (Offered in alternate years.) Lee.

[336F] Modern China. Changes in China's domestic and international situations since the late nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 236. (Offered in alternate years; next offered 1983-84.)

341S Studies in American Colonial History. Selected problems in colonial history, with an emphasis on the Revolutionary period. Prerequisite, 241. (Offered in alternate years.) Millar.

342S Studies in Quantitative Research for Historians. Topic for 1982-83: The Family in Oneida County during the Nineteenth Century. The application of quantitative methods to individual and group research on a problem in local history; introduction to basic statistics and use of computer; no previous training in quantitative methods required. Prerequisite, 101 or sophomore standing and one course in History. (Offered in alternate years.) Kanipe.

[346S] Studies in American Diplomatic History. Major themes in American diplomatic history, with an emphasis on manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 246. (Offered in alternate years; next offered 1983-84.)

[348S] The High Middle Ages. Europe from the eleventh through the fourteenth centuries, with particular emphasis on the evolution of the major institutions of medieval society. Prerequisite, 101 or junior standing. (Offered in alternate years; next offered 1983-84.)

349F The Black Man in America. A survey of the relationship between Black and White societies in America, from colonial times to the present. Prerequisite, 101 or sophomore standing. Millar.

354S Slavery in the Making of the Modern World. An exploration of the rise of plantation slavery in the New World and its interrelation with the development of capitalism. Emphasis on specific slave societies, racism, and abolition. Prerequisite, 261 or 349 or sophomore standing and consent of instructor. (Offered in alternate years.) Paquette.

[355S] Topics in Nineteenth Century American History. Topic for 1983-84: The Antebellum South. An intensive analysis of the growth of southern civilization from the War of 1812 to the Civil War. Special emphasis on the development of southern sectionalism, slavery, and the

interrelations of sexes and social groups. Prerequisite, 251 or junior standing and consent of instructor. (Offered in alternative years; next offered 1983-84.)

356S Studies in Recent American History. An intensive analysis of the major political, social, and intellectual changes in American society since 1933; special attention devoted to the New Deal reforms of the 1930s, the diplomatic and domestic impact of World War II, the origins of the Cold War and McCarthyism, the fate of democratic liberalism from Truman to Reagan, and the successes and failures of the Civil Rights, anti-war, and feminist movements. Prerequisite, 253 or sophomore standing and consent of instructor. Tobin.

358S American Social History. A chronological and thematic analysis of such concepts as class, education, social structure, family life, urbanization, and industrialization. Special attention devoted to the unorganized, inarticulate, and the historically neglected. Prerequisite, one course in American history or sophomore standing and consent of instructor. Tobin.

359F Studies in American Progressivism. An intensive study of the major political, economic, demographic, and social transformations in American society between 1900 and 1933; emphasis on the Progressive movements, World War I, the era of alleged normalcy in the 1920s, and the Great Depression. Prerequisite, 253 or sophomore standing and consent of instructor. Tobin.

[420fW] Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics, readings and discussions during fall term. Prerequisite, 222, Russian 120, or Government 213. Extra cost. (Same as Russian 420.) (Offered in alternate years; next offered 1983-84.)

439F Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Lee.

550F,S Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. Prerequisite, 439. The Department.

History of Art

See Art.

Italian

See Critical Languages.

Japanese

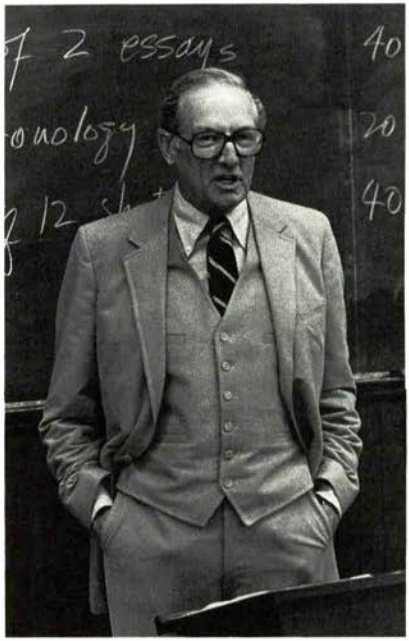
See Critical Languages.

Latin American Studies

See Interdisciplinary Minors.

Literature

See Comparative Literature and English.



Mathematics

Faculty

Anne L. Ludington, *Chair*
John T. Anderson
Marjory J. Baruch
Richard E. Bedient
Stuart Hirschfield
Timothy J. Kelly
Larry E. Knop (FWS)
Michael J. Schramm
Stanley E. Seltzer

A concentration in Mathematics consists of the core courses (113-114 or 115, 224, 314, and 325) and five electives, of which at least two must be at the 300 level or higher. Physics 210 may be used to satisfy a concentration requirement. A concentrator may emphasize one of three areas: applied mathematics, pure mathematics, or statistics. Students may earn departmental honors through distinguished achievement in 467-468. A minor in Mathematics consists of the core courses (113-114 or 115, and 224) and two electives, at least one of which must be at the 300 level or higher.

100S Statistical Techniques. Applications of statistical techniques to problems from other disciplines. Techniques include descriptive statistics, sampling, hypothesis testing, regression, correlation, and analysis of variance; some use of computer statistical packages. Not open to students who have taken Economics 265, 266, or Psychology 201. The Department.

101F Pre-Calculus Mathematics. Study of topics necessary for the study of the calculus or for quantitative work in the social sciences. Topics include algebra, trigonometry, logarithms, and functions with an emphasis throughout on word problems. Four hours of class. May not be counted toward the concentration. Placement subject to approval of the Department. Anderson.

[104W] Excursions in Mathematics. An introduction to mathematical thought. Topics include number theory, geometry, mathematical recreations, probability, and the history of mathematics. May not be counted toward the concentration. (Offered in alternate years; next offered 1983-84.)

108W Excursions in Geometry. An introduction to Euclidean and non-Euclidean geometries. Topics include flaws in Euclid's original system, basic compass-ruler constructions, geometries based on a finite number of points, and philosophical implications of non-Euclidean geometries. Exposure to rather than retention of high school geometry is presumed. Not open to concentrators. Maximum enrollment, 20. Anderson.

113F Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable. Four hours of class. The Department.

114S Calculus and Analytic Geometry. A continuation of the study begun in 113 and introduction to the study of differential and integral calculus of several variables. Four hours of class. Prerequisite, 113. The Department.

115F Calculus and Analytic Geometry. Single-semester coverage of the material in 114, including a review of the central topics of 113. Placement by the Department. Successful completion of 115 carries credit equivalent to 113-114. Anderson, Ludington.

141F,S Introductory Computer Science. An introduction to computing and problem solving using PL/1. Applications chosen from the social sciences, the humanities, and business data processing. Two hours of lecture and two hours of laboratory. The Department.

201S Combinatorial Problem Solving. An introduction to the basic techniques and modes of reasoning of combinatorial problem solving. Principal aspects to be emphasized: the systematic analysis of different possibilities, the exploration of the logical structure of a problem, and ingenuity. Principal mathematical topics: graph theory, enumeration and recurrence relations. Strongly recommended for those interested in applied mathematics and computer science. Prerequisite, any two courses in Mathematics. The Department.

224F,S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems, and eigenvalues; mathematical and physical applications. Prerequisite, 114 or 115. The Department.

242F,S Advanced Programming Techniques. A systematic introduction to modern programming methodology on an interactive system using the language PASCAL. Topics include the use of files, graphics, and test processing. Serves as the introduction to advanced computer science offerings. Open to students who have taken 141 or who have some programming experience. Bedient, Hirshfield.

[245S] Computers in Research. A practical introduction to computer control and analysis of experiments in psychology and related disciplines. Topics include principles of minicomputer hardware, assembly language, special-purpose high-level languages, and the use of statistical packages. Three hours of lecture and three hours of

laboratory. Prerequisite, 141 or equivalent programming experience or consent of the instructor. Maximum enrollment, 15. (Same as Psychology 245.) (Offered in alternate years; next offered 1983-84.)

251F Probability Theory and Applications. An introduction to probability, including probability spaces, random variables, expected values, multivariate distributions, and the central limit theorem, with applications to other disciplines. Prerequisite, 114 or 115. Seltzer.

261S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 114 or 115. Anderson.

314S Advanced Calculus. A continuation of the study of differential and integral calculus of several variables; uniform continuity and convergence, and selected topics from classical analysis. Prerequisite, 224. The Department.

316F Topology. An introduction to topology, including the study of compactness, connectedness, and continuity in general topological spaces. May include metrizability, separation, manifolds, and homology. Prerequisite, 224 and consent of instructor. Bedient.

[318S] Complex Variables. An introduction to the theory of analytic functions of a complex variable: conformal mapping, Laurent expansions, and contour integration. Prerequisite, 224. (Offered in alternate years; next offered 1983-84.)

325F Modern Algebra. A study of algebraic structure: systems with one or two binary operations such as groups, rings, and fields; construction of number systems. Prerequisite, 224. Baruch, Ludington.

326S Advanced Algebra. Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry, and applications. (Offered in alternate years.)

331F Systems Modeling. Qualitative discussion of the nature of systemic analysis, with examples drawn from ecological systems, economics, human physiology, physics, computer sciences, and a variety of areas of general interest. Topics include linear systems of difference equations, control theory, non-linear stability theory, and numerical analysis. Some computing will be done. Prerequisite, 141 and 224 or consent of instructor. Ludington.

[335F] Differential Equations. Theory and applications of differential equations, including first-order equations, second-order linear equations, series solutions, systems of equations, introduction to partial differential equations, and Fourier series. Prerequisite, 224. (Offered in alternate years; next offered 1983-84.)

338S Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 141 and 224. Schramm.

352S Statistical Theory and Applications. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance, and nonparametric statistics, with applications to other disciplines. Prerequisite, 251. Seltzer.

[361S] Number Theory. Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, and continued fractions. Prerequisite, 325 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

467F-468S Thesis. A project limited to senior Mathematics concentrators, resulting in a thesis supervised by a member of the Department.

Music

Faculty

Stephen Bonta, *Chair*
G. Roberts Kolb
Harris N. Lindenfeld
Samuel F. Pellman

Special Appointments
Stephen Best
Donald Cantwell
Charles W. England
Kerry Eustance
John Flaver
Lauralyn Kolb
Colleen R. Pellman
Charles Schneider
Joyce M. Ucci
JoElyn Wakefield-Wright

A concentration in Music consists of ten courses: 101-102; four courses from among 111-112, 211-212, 361 and 362; two courses from among 252, 351, 352, 353, and 354; one course credit from among 121-122, 131-132, 141-142, 221-222, and 261; and one additional course from among the departmental offerings. Prospective concentrators in Music are given an examination to test their competence in the use of the piano as a basic tool. Those deficient in this area are offered one year of instruction without charge. This competence requirement should be met by the end of the junior year.

Departmental honors can be earned through excellence in course work and in a prescribed independent project. Students contemplating graduate work in music should consult with a member of the Department at an early date. A minor in Music comprises five courses: 101-102; two courses from among 111-112 and 211-212; and one course credit from among 121-122, 131-132, 141-142, 221-222, and 261.

101F-102S Principles of Music. A listening course that examines musical materials, processes, and conventions, and their use in selected works from the Western tradition. Consideration of the problems of musical meaning, performance practice, and the means of transmission of musical information. No previous knowledge of music required. Bonta.

106S Music Theory for Non-Majors. An introductory survey of the most important aspects of music theory necessary for an intelligent performance, from reading notes and chord progressions to interpreting music. No previous knowledge of music required. Lindenfeld.

111F-112S Theory I. Intensive training in the fundamentals of music as they evolve from Monteverdi to Brahms. Beginning work in ear-training, dictation, sight-singing, and keyboard in addition to regular

written assignments. Two hours of class and two hours of laboratory. Maximum enrollment, 30. Lindenfeld.

121-122 Solo Performance. The study of music through performance in either voice or an instrument. Half-hour tutorial. May be started either in the fall or spring term. One-quarter course credit each term. A fee is charged. The Department.

131-132 Solo Performance. The study of music through performance in either voice or an instrument. Hour tutorial. May be started either in the fall or spring term. One-half course credit each term. A fee is charged. The Department.

141F-142S Group Performance. The study of music through performance, either in the College Choir, College Hill Singers, Brass Choir, Chamber Orchestra, Woodwind Ensemble, Jazz Ensemble, or Oratorio Society. For each term the student will receive one-quarter course credit. This course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for more than one group, but will receive a maximum of one-half course credit each term. Prerequisite, consent of instructor. The Department.

151F-152S Musicianship. Development of the basic skills in music. Work in dictation, ear-training, and sight-singing to acquire the ability to write what one hears and to sing previously unheard music at sight. One-quarter course credit each term. This course may be repeated once, but may not be elected concurrently with 111-112 or 211-212. Kolb.

156W American Popular Song. A study of popular song in America from the 1780s to the present. Consideration of major cultural and political trends in American history and their effect on popular song. Special attention given to Stephen Foster, composers from Tin Pan Alley such as Gershwin, Porter, and Kern, the emergence of rock 'n' roll in the 1950s, recent dialects of rock, and the influence of American music worldwide, including the Third World. No musical background required, but understanding of notation helpful. An oral or written report required in the final week. Hamm.

157W Technology and Music. Survey of various ways in which musical styles and tastes have been influenced or determined by the technology of a given age. Includes discussion of the making of stringed instruments in the seventeenth century, and the development of the piano and of various orchestral instruments in the eighteenth and nineteenth

centuries. Particular emphasis on the impact of electronic devices and electronic media on the development of twentieth century musical styles, popular and avant-garde. Course work includes lab work in elementary electronic music techniques. Maximum enrollment, 20. Pellman.

171F Electronic Music. Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Exercises in elementary recording, synthesizer, and editing techniques. Students expected to complete short projects involving elementary electronic composition. Maximum enrollment, 13. Pellman.

211F-212S Theory II. Concepts of harmony and counterpoint as the natural consequence of the material studied in Theory I, with a focus on the music of the Classic and Romantic periods. Continued work in ear-training, sight-singing, and keyboard, in addition to written assignments. Two hours of class and two hours of laboratory. Prerequisite, 112 or consent of instructor. Maximum enrollment, 30. Pellman.

221-222 Solo Performance. A continuation of 121-122. Half-hour tutorial. One-quarter course credit each term. Prerequisite, 122. A fee is charged. The Department.

231-232 Solo Performance. A continuation of 131-132. Two courses in music theory or music history must either have been previously elected or be elected concurrently. Prerequisite, 132 and consent of instructor. A fee is charged. The Department.

252S Twentieth Century Music. A comprehensive survey of the origins and trends of music in this century. Consideration of the different ways of listening to contemporary music. Prerequisite, 111 or consent of instructor. (Offered in alternate years.) Lindenfeld.

[258S] Opera. Study of musical and literary dimensions of operas by major composers from Mozart to the present. Emphasis on the effects of music as it reflects language and dramatic action and on the transformation of independent texts into librettos. Included will be such works as *The Marriage of Figaro, Tristan and Isolde, Der Rosenkavalier,* and *Wozzeck*. Prerequisite, two courses in music, or two courses in literature, or one in each field, or consent of the instructors. (Same as Comparative Literature 258.) (Offered in alternate years; next offered 1983-84.)

261F Conducting. An introduction to the basic elements of conducting, including baton technique, aural perception, rehearsal

techniques, and score reading (both instrumental and choral). Concurrent participation in a college ensemble is required. Prerequisite, 101-102 or consent of instructor. (Offered in alternate years.) Kolb.

[263F] Choral Literature and Interpretation. A survey of choral literature from 1450 to the present; stylistic traits, performance practices, and aesthetic considerations. Prerequisite, 101-102 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

271F-272S Intermediate Keyboard. Continuation of keyboard work from 211-212. Half-hour tutorial. One-quarter course credit each term. Prerequisite, 212 and consent of departmental Chair. Best.

331-332 Solo Performance. A continuation of 231-232. Prerequisite, 232 and consent of instructor. A fee is charged. The Department.

[351F] Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 102 and 112. (Offered in alternate years; next offered 1983-84.)

[352S] Problems in Baroque Music. The study of selected works from the Western tradition from 1580 to 1750, including those by major composers from Monteverdi to Bach. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 102 and 112. (Offered in alternate years.) Bonta.

354S Problems in Romantic Music. The study of selected works from the Western tradition from 1800 to 1914, including those by major composers from Schubert to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 102 and 112. (Offered in alternate years.) Bonta.

354S Problems in Romantic Music. The study of selected works from the Western tradition from 1800 to 1914, including those by major composers from Schubert to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 102 and 112. (Offered in alternate years.)

361F Seminar in Advanced Theory. Wagner, Mahler, R. Strauss, Debussy, Stravinsky, Schoenberg, and others. An investigation of the

music bridging the Romantic era and the twentieth century. Prerequisite, 212. Lindenfeld.

[362S] Seminar in Contemporary Techniques. Analysis and composition. Content to be determined according to the needs of the students. Prerequisite, 212 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

[363F] Instrumentation and Orchestration. Investigation of the instruments of the orchestra. Exercises in idiomatic writing and orchestral transcription. Analysis of various styles of orchestration, with emphasis on modern orchestral techniques. Prerequisite, 112 and consent of instructor. (Offered in alternate years; next offered 1983-84.)

365F Composition. Twentieth century compositional techniques, including notational problems and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. Prerequisite, 112 and consent of instructor. (Offered in alternate years.) Pellman.

550F,S Senior Program. A project limited to senior concentrators in Music. Required of candidates for departmental honors. The Department.

Philosophy

Faculty

Robert L. Simon, *Chair*
Russell T. Blackwood
David O. Butcher
Phyllis S. Morris
Elizabeth Potter
Elizabeth M. Ring
Richard W. Werner

A concentration in Philosophy consists of 201, 203, 240, and five other courses above the 100 level, including advanced study in Epistemology or Metaphysics, Value Theory or Philosophy of Religion, and Philosophical Movements or Great Philosophers. Majors are expected to complete 201, 203, and 240 by the end of their junior year. Candidates for honors must pass with distinction special written and oral examinations in the spring of their senior year. A minor in Philosophy can be of two kinds: standard (201, 203, 130 or 240; one course from the distribution list; and one other course above the 100 level); or correlative (five courses from one field in Philosophy correlative to the field of concentration and approved by the Department).

110F,S Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Some sections not open to seniors; some sections not open to freshmen. The Department.

130F,W,S Critical Reasoning. Introduction to methods of reasoning and argument evaluation. Open only to freshmen and sophomores. Ring (Fall, Winter); Butcher (Spring).

160S Introduction to Existentialism. A study of principal issues of literary and philosophical existentialism, with special emphasis on the nature of choice, the human individual, and the quest for being. Morris.

201F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization from early Greek times to the fall of Rome. Open to sophomores. Blackwood and Morris.

202W The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 201. Maximum enrollment, 25. Potter.

203S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present day. Prerequisite, 201. Blackwood.

209F Philosophy and Feminism. Analysis of issues of current concern to women. Primary emphasis on the evaluation of arguments offered by contemporary thinkers on all sides of these issues. Open to sophomores. Potter.

[210S] Aesthetics. Critical examination of traditional and contemporary theories of the nature, function, and value of art. Open to sophomores. (Offered in alternate years; next offered 1983-84.)

211S Morality of War and Nuclear Armaments. An examination of traditional justifications of war in light of the development of nuclear weapons, with particular attention given to 'just war' theories, utilitarian justifications, and political realism. Open to sophomores. Ring.

219F Ethical Theory. Investigation of principal normative ethical theories, including relativism, egoism, utilitarianism, Kantianism, theories of virtue, and existentialism. Emphasis on both classical and contemporary sources. Open to sophomores. (Offered in alternate years.) Werner.

222F Social Ethics. Introduction to theories of philosophical ethics and ethical reasoning. Application of these theories and techniques to philosophical literature in applied ethics. Topics of social ethics to be chosen from among: racism and sexism, affirmative action, abortion, international justice, world hunger, war and violence, social justice, euthanasia. Open to sophomores. Simon.

240F,S Symbolic Logic. A study of formal systems of reasoning and argument evaluation. Butcher and Ring.

250W Philosophical Problems in Medicine. Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techniques of conceptual analysis to such problems. Maximum enrollment, 25. (Offered in alternate years.) Simon.

[260F] Philosophy of Science. Investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural and social sciences; and the reality of scientific constructs. Open to sophomores. (Offered in alternate years; next offered 1983-84.)

270F Ontology. Investigation of some of the major classical and contemporary problems of metaphysics: the problem of universals, the

nature of particulars, and the problem of unactualized possibles. Prerequisite, 110 or 201 or consent of instructor. Butcher.

[280F] Philosophy of Language. Survey of modern theories of language structure, meaning, and use, with focus on the approaches of philosophers, logicians, and theoretical linguists. Grammatical models and their implications for human thought; meaning, reference, and truth; linguistic conventions and speech act theory. Open to sophomores. (Offered in alternate years; next offered 1983-84.)

[290F] Philosophy of Mind. A study of recent work in the philosophy of mind, with emphasis on the relationship between the mind and the brain and the free will-determinism dispute. Attention given to the bearing of scientific discoveries on these issues. Open to sophomores. (Offered in alternate years; next offered 1983-84.)

[300S] Equality and the Constitution. The ethics and politics of equal protection litigation; questions of discrimination respecting race, sex, age, and economic status. Prerequisite, one course above the 100 level in Philosophy or Government. Open to juniors, or with consent of the instructors. (Same as Government 300.) (Offered in alternate years; next offered 1983-84.)

[311F] Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 311.) (Offered in alternate years; next offered 1983-84.)

321F Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism, and of Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 321.) (Offered in alternate years.) Blackwood.

331F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Religion 331.) (Offered in alternate years.) Williams.

340S Intermediate Symbolic Logic. Further study of formal systems of reasoning; topics in the philosophy and application of logic; survey of special and alternative logical systems. Prerequisite, 240. Butcher.

342S Kant. Critical discussion of Immanuel Kant's theory of knowledge with principal emphasis on *The Critique of Pure Reason* and recent commentaries. Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years.) Potter.

[344S] Empiricists and Rationalists. Critical examination of the metaphysics and epistemology of a rationalist and an empiricist philosopher of the modern period; for example, Locke and Leibniz or Descartes and Hume. Discussion of contemporary rationalism and empiricism. Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years; next offered 1983-84.)

[346W] Bergson. Intensive study of the work and influence of Henri Louis Bergson (1859-1941). Prerequisite, 203 or consent of instructor. Maximum enrollment, 25. (Offered in alternate years; next offered 1983-84.)

348F Sartre. Philosophical investigation of the early writings of Jean-Paul Sartre, with emphasis on his theories of consciousness, the emotions, imagination, the human body, choice, action, self-deception, and intersubjective relationships. Prerequisite, two courses in Philosophy or consent of the instructor. Morris.

361S Contemporary Analytic Philosophy. Examination of the history and methods of the twentieth century analytic philosophical movement. Training in the techniques of philosophical analysis with application of those techniques to problems in epistemology, philosophy of mind, ethics, social philosophy, and aesthetics. Prerequisite, 203 or consent of instructor. Butcher.

363S Topics in Philosophical Psychology. Philosophical investigation of such issues as the nature of mind, persons, action, consciousness, and memory. In 1983: critical examination of theories of the human body in connection with the mind/body problem, personal identity and action. Readings in historical materials and contemporary works from both the analytic and phenomenological traditions. Morris.

370S Technology and Alienation. Inquiry into the impact of technology and bureaucracy on human freedom, conception of self, place in the social order, and conception of the meaningfulness of human existence. Approaches to be considered include, phenomenology, Marxism, Neo-Marxism, and Liberalism. Open to sophomores. (Offered in alternate years.) Werner.

380F Philosophy of Law. Inquiry into the nature and authority of law, the character of judicial reasoning, and the justification of punishment, with particular attention given to the relation of legality and morality. Open to sophomores. Simon.

400S Seminar in Logic. In-depth examination of selected topics in logical theory and the philosophical application of logic. Prerequisite, 340 and 110 or 201, or consent of instructor. Butcher.

410S Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention given to the nature of religious knowledge. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 410.) Blackwood.

[420S] Seminar in Metaphysics. Study of some principal metaphysical problems, including determinism, causality, and the explanation of action. Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years; next offered 1983-84.)

430F The Problem of Knowledge. Inquiry into whether it is possible to reject scepticism without resorting to dogmatism. Prerequisite, two courses in Philosophy or consent of instructor. Potter.

450S Seminar in Ethical Theory. An investigation of twentieth century ethical theory, focusing on theories of the meaning of ethical terms and on theories of justification in ethics. Prerequisite, two courses in Philosophy. (Offered in alternate years.) Simon.

[460W] Contemporary Studies of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. Prerequisite, two courses in Philosophy. (Offered in alternate years; next offered 1983-84.)

470F Seminar in Social Ethics. Inquiry into the ethical issues surrounding the concept of the person as a moral agent. Topics selected from the following: the morality of abortion, infanticide, euthanasia, war, and the moral status of future generations and of animals. Prerequisite, two courses in Philosophy. Werner.

490S Seminar in Policy Evaluation. Examination of methods and principles for evaluating public policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, consent of instructor. (Same as Economics 490 and Government 490.) Anechiarico, Shepard, and Simon.

Physical Education

Faculty

Thomas E. Murphy, *Chair*
Gregory J. Batt
Joseph B. Kacevich
Geraldine Knortz
Eugene M. Long
Frederick W. MacDonald
Kenneth W. Michelsen
Alvan L. Nickerson
Janice A. Savitz
Susan L. Spencer
Stephen Stetson
Manfred E. Von Schiller

All enrolled students must participate in a required physical education program for individual development. This "Lifetime Carry Over" program is based on the theory that it is as important to develop a healthy body and a love of sport as it is to provide scope for the skilled athlete.

Students are given five (5) proficiency tests: 1) physical fitness; 2) swimming; 3) outdoor carry-over sport; 4) indoor carry-over sport; and 5) a choice of an indoor team sport (volleyball), an outdoor carry-over sport (platform tennis), or an indoor carry-over sport (fencing). Upon passing all five proficiency tests, a student shall have completed the physical education requirement. Except under certain unusual circumstances, it is expected that the requirement will be completed in the freshman year. Students with physical disabilities may enter an individual program approved by the college physician.

Facilities and instruction are provided for the following sports: tennis, golf, physical fitness, swimming, volleyball, platform tennis, fencing, advanced lifesaving, A.R.C. water safety instructor, ice skating, badminton, racquetball, squash, and handball.

Physics

Faculty

Philip M. Pearle, *Chair*
Roset Khosropour
Rebecca J. McCraw
Peter J. Millet
James W. Ring

A concentration in Physics consists of 110-120, 210, 230, 240, 250, 310, 320, and 410. Prospective concentrators should take Physics 110-120 and Mathematics 113-114 in the freshman year. Freshmen interested in the 3-2 engineering program affiliating Hamilton with engineering schools should take 110-120 and Mathematics 113-114. Students with advanced placement in physics or mathematics should consult the departmental Chair. Honors in Physics requires outstanding work in an independent study project sponsored by the Department. A minor in Physics consists of 110-120 and any three courses at the 200 level or higher. A minor in Astronomy consists of 110-120, 260, any other 200-level course, and an independent study in Astronomy. Neither of these minors is possible for a student who concentrates in Physics.

101F-102S Elementary Physics. An introduction, including mechanics, thermodynamics, and special relativity in the first semester, and electricity and magnetism, optics, and quantum physics in the second. Algebra and trigonometry required. For those whose mathematical background does not include calculus as a working tool and who do not plan to continue in Physics. Three hours of class and three hours of laboratory. 102 may not be taken as a separate course. Khosropour.

110F-120S Principles of Physics. An introduction, including mechanics, thermodynamics, and special relativity in the first semester, and electricity and magnetism, optics, and quantum physics in the second. Intended for those who plan to continue in physical science beyond the introductory level. Calculus used. Three hours of class and three hours of laboratory. Prerequisite, Mathematics 113-114, or its equivalent. May be taken concurrently. 120 may not be taken as a separate course. Not open to students who have taken 101-102. McCraw.

140S Energy. The energy problem from the perspective of physics. Nature and sources of energy and the natural laws that govern its use. Nuclear and solar energy. Only trigonometry and algebra used. Ring.

150S The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry,

conservation laws, "elementary" particles, and cosmology. A course for students not going on in science. Pearle.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Specific properties of our own solar system. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of class and one and one-half hours of laboratory. Millet.

170W Solar Energy. A study of solar energy. Particular emphasis on passive solar heating as exemplified in our solar classroom. Two hours of class and two hours of laboratory daily. Prerequisite, 101, 110, or 140. Maximum enrollment, 10. Ring.

180W How to Build a Computer and Use It. Introduction to a technological revolution: electronics from basic principles to integrated circuits, in tandem with microcomputers and elementary machine language programming. Two hours of class and four hours of laboratory daily. Maximum enrollment, 12. Pearle.

[190W] Musical Acoustics. The scientific basis of musical instruments, tone quality, musical scales, and hearing. Demonstrations and introduction to terminology and underlying principles in class. Use of oscilloscopes, tone generators, wave analyzers, and frequency meters in the laboratory. Intended for students, especially musicians, with a nonscientific background. Two hours of class and two hours of laboratory daily. Maximum enrollment, 16. (Offered in alternate years; next offered 1983-84.)

210F Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles, resonance, the two-body problem, celestial mechanics, wave motion, and Lagrange's equations. Topics in mathematical physics, such as linear differential equations, infinite series, Fourier series, and partial differential equations treated in the context of mechanics. Prerequisite, 120 and Mathematics 114. McCraw.

230F Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, transistors, and integrated circuits. Both analog and digital circuits discussed in class and investigated in the laboratory. Three hours of class and three hours of laboratory. Prerequisite, 120 and Mathematics 114. Pearle.

240S Electricity and Magnetism. Maxwell's equations studied in both differential and integral form. Electrostatics, magnetism, and their connection through special relativity. Dielectric and magnetic materials. Introduction to electromagnetic waves. Three hours of class and three hours of laboratory. Prerequisite, 120 and Mathematics 114. Ring.

250S Statistical Physics. A study of large scale systems from the point of view of statistical theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of particles. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work, and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 120 and Mathematics 114. Millet.

[260S] Introduction to Astrophysics. A survey of astronomy, regarding it as an application of physics. Planetary orbits, surfaces, and atmospheres. Equations of stellar structure and simple stellar models. Thermonuclear reactions and nucleosynthesis. Cosmological models. Current problems. Three hours of class and two hours of laboratory. Prerequisite, 120 and Mathematics 114. (Offered in alternate years; next offered 1983-84.)

310F Quantum Mechanics. A development of the basic theory and its applications to physical systems. Prerequisite, 210 and 240. Ring.

320F Advanced Topics in Classical Physics. Topics may include electrodynamics, propagation of electromagnetic waves, hydrodynamics, and advanced mechanics. Three hours of class and three hours of laboratory. Prerequisite, 210 and 240. The Department.

390F Relativity. A study of classical field theories. Emphasis on the Special Relativity Theory of electromagnetism and on the General Relativity Theory of gravity. Prerequisite, 210 and 240. (Offered in alternate years.) Pearle.

410S Advanced Topics in Quantum Physics. Topics may include atomic and molecular physics, solid-state physics, nuclear physics, and elementary particle physics. Three hours of class and three hours of laboratory. Prerequisite, 310. The Department.

Polish

See Critical Languages.

Psychology

Faculty

Jonathan Vaughan, *Chair*
Margaret Gentry
Amy H. Gervasio
George A. Gescheider
Royal Grueneich
Douglas J. Herrmann (FWS)
Douglas A. Weldon
Steven G. Zecker

Special Appointment
Don Muilenberg

The Department offers concentrations in General Psychology and Psychobiology as follows:

General Psychology

A concentration consists of eight courses. These must include the following: 101; 201; a Psychobiology course chosen from 318, 330, and 350; a cognitive processes course chosen from 320 and 380; and a course in personality, child, or social psychology chosen from 312, 324, 337, and 340. Students may earn departmental honors through distinguished achievement in psychology courses, including 460, and a successful oral defense of a thesis based on independent research. A minor in General Psychology consists of 101, 201, one laboratory course numbered in the 300s, and two other Psychology courses.

Psychobiology

A concentration consists of nine courses: Biology 111-112; Psychology 101, 201, 318, 330, and 350; and two courses selected from Biology 222, 227, 331, 441, 444, and advanced Psychology courses. Students may earn departmental honors through distinguished achievement in courses in the concentration, including 460, and by a successful oral defense of a thesis based on independent research. Students considering graduate work in neuroscience are advised to take Physics 110-120; Mathematics 113-114, and 141; and Chemistry 223-224.

101F,S Introductory Psychology. An introduction to the science of human behavior. Emphasis is placed upon the basic physiological and psychological processes of perception, learning, and motivation as they relate to personality, individual differences, social behavior, and the behavioral disorders. Special attention is given to methods and general principles. Not open to seniors. Gescheider (Fall); Vaughan (Spring).

201F,S Statistics and Methods in Psychological Research. The methods used in the study of psychological processes. Descriptive and inferential statistics as used in psychological research. Applications of

statistical tools to the analysis of data. Three hours of class and three hours of laboratory. Prerequisite, 101. Zecker (Fall); Gentry (Spring).

211S Child Development. An introduction to the science of child behavior. Covers perceptual, cognitive, linguistic, social, and personality development from birth through childhood. Prerequisite, 101. Grueneich.

214F Social Psychology. The study of the individual in a social context. Emphasis on such topics as attitude change, interpersonal attraction, person perception, aggression, crowding, and the environment. Prerequisite, 101. Gentry.

219W Psychology of the Preschool Child. Selective survey of psychological theory and research concerning young children. Topics include cognitive development, socialization processes, and preschool education programs. Involves participation in the nursery school program at the Clinton Child Care Center on campus. May not be counted toward the concentration or the minor. Maximum enrollment, 16. Grueneich.

221W Psychology of Women. A survey of the behavior of women as examined from several perspectives, including psychoanalytical, biological, historical/cultural, developmental, and social psychological. More specialized topics relating to the psychology of sex roles, androgyny, women's conflict over achievement, and female sexuality will also be covered. May not be counted toward the concentration or the minor. Prerequisite, 101. Maximum enrollment, 20. Gentry.

223S Abnormal Psychology. An introduction to the concept of abnormal behavior, with consideration of both psychological and sociological perspectives. Topics include classification, assessment, and treatment for disorders such as psychoses, anxiety and personality disorders, brain dysfunctions, and sexual deviance, with emphasis on empirical research in these areas. Prerequisite, 101. Gervasio.

230W Cognitive Psychology. A study of how our perceptions of the world around us are mentally transformed, reduced, elaborated, stored, recovered, analyzed, and used in a variety of life's situations. Topics to be covered include attention, concept acquisition, attitude change, persuasion, language use, memory, thinking, and problem solving. May not be counted toward the concentration or the minor. Zecker.

235S Educational Psychology. The application of psychological principles and methods to educational problems. Topics include principles of learning, construction and interpretation of tests,

management of classroom behavior, and the intellectual and social development of school-aged children. Three hours of lecture and two hours of laboratory. Prerequisite, 101. Grueneich.

[240S] Intellect and Culture. An examination of how intellectual processes vary with culture. Anthropological and psychological approaches to perception, learning, communication, and reasoning. Prerequisite, 101 or or 110, or Anthropology 113. (Same as Anthropology 240.) (Offered in alternate years; next offered 1983-84.)

[245S] Computers in Research. A practical introduction to computer control and analysis of experiments in psychology and related disciplines. Topics include principles of minicomputer hardware, assembly language, special-purpose high-level languages, and the use of statistical packages. Three hours of lecture and three hours of laboratory. Prerequisite, Mathematics 141, or equivalent programming experience, or consent of instructor. Maximum enrollment, 25. (Same as Mathematics 245.) (Offered in alternate years; next offered 1983-84.)

251W Biocognitive Psychology. Cerebral basis of cognition, including dreaming, hemispheric specialization of brain function, electroencephalographic correlates of attention, and voluntary control of autonomic nervous system activity. Analysis of genetic theories of cognitive abilities. May not be counted toward the concentration or the minor. Maximum enrollment, 25. Weldon.

270W Pain. A study of the neurophysiological and psychological bases of pain. Special emphasis on the relationship between experimental research and the assessment and treatment of clinical pain. Topics include acupuncture, analgesics, biofeedback, drug addiction, enkephalin and the endorphins, hypnosis, influences of emotion and motivation, measurement of pain, phantom pain, placebos, and sociocultural factors. May not be counted toward the concentration or the minor. Prerequisite, 101. Gescheider.

290S The Psychology of Language. A study of the theories and data concerning the processing of language, with particular attention to meaning. Prerequisite, 101. The Department.

312F Theories of Personality. A study of the structure of personality and the dimensions along which individuals differ. Emphasis on the contributions of major personality theorists and on the implications of current research trends in personality. Prerequisite, 201. May be taken concurrently. Gervasio.

318F Animal Behavior. An overview of methods and findings in comparative psychology and ethology. Behavioral patterns of different species discussed with respect to evolutionary theory, behavioral genetics, comparative neurology, and behavioral endocrinology. Topics include social, maternal, and reproductive behavior, communication, effects of early experience, and animal learning. Three hours of lecture and three hours of laboratory. Prerequisite, 201. Weldon.

320F Conditioning and Learning. Principles of Pavlovian conditioning, instrumental learning, stimulus control, and attentional processes in animal and human learning. Evaluation of therapeutic applications such as behavior therapy and biofeedback training. Three hours of lecture and three hours of laboratory. Prerequisite, 201. May be taken concurrently. Vaughan.

324F Developmental Psychology. Introduction to the study of behavioral development across the human life span. Emphasis on theories of developmental processes and on research methodology for studying behavioral change. Three hours of class and two hours of laboratory. Maximum enrollment, 20. Prerequisite, 201. Grueneich.

330S Physiological Psychology. The study of the biological basis of behavior, with emphasis on current developments in neuroscience. Applications of knowledge of the structure and function of the nervous system to the following topics: sensory and motor processes, motivation, emotion, attention, learning, memory, hemispheric laterality, and recovery of function after neural damage. Laboratory work in neuroanatomy, neurophysiology, and neuropsychology. Three hours of lecture and three hours of laboratory. Prerequisite, 201. Weldon.

337S Experimental Social Psychology. A survey of the major empirical and theoretical concepts in social psychology. Major emphasis on methodology and research problems unique to social psychology. Three hours of lecture and two hours of laboratory. Prerequisite, 201. Gentry.

340S Theory and Practice of Behavior Change. A selective study of psychotherapy with consideration of recent trends in behavior therapy and theories encompassing both psychodynamic and behavioral methods. Special emphasis on laboratory work, including topics of data collection and interpretation, interviewing, and outcome research. May involve field work. Prerequisite, 101 and 223 or consent of instructor; 444 is recommended. Gervasio.

350S The Senses. An investigation of the anatomy, physiology, and psychophysics of the senses. An introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain, and chemical senses. Special emphasis in laboratory work on hearing and touch. Three hours of lecture and three hours of laboratory. Prerequisite, 201. Gescheider.

380S Human Memory. An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisite, 201. May be taken concurrently. The Department.

441F Special Topics: Psychobiology. Topic for 1982: Psychopharmacology. A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, and the implications of drug effects for neurochemical theories of behavior. Prerequisite, 201. Open to juniors and seniors. Weldon.

444F Seminar in Clinical Psychology. An examination and evaluation of the major areas of study in clinical psychology, including psychotherapy, theories of assessment and testing, behavioral medicine, and lifespan research. Consideration given to the ethical, legal, and professional issues confronting the clinical psychologist. Prerequisite, 101; 223 is recommended. Gervasio.

460S Senior Program. An overview of contemporary psychology through an examination of selected major topics, with emphasis on their historical development. Each year the Department selects topics from among the following three areas: comparative, physiological, and sensory psychology; perception, learning, and memory; and development, social, and personality psychology. Open only to senior Psychology and Psychobiology concentrators. Required for honors. Vaughan.

Religion

Faculty

Jay G. Williams, *Chair*
Jeffrey C. Eaton
Melvin B. Endy, Jr. (FWS)
Gail O. Preston
Bennett H. Ramsey

Special Appointment
Hermine W. Williams

A concentration in Religion consists of nine courses, including two 400-level courses, and 550 or its equivalent in the senior year. Honors will be awarded on the basis of the cumulative average achieved in courses in the Department and performance in 550. A minor in Religion consists of five courses, including one course at the 400 level.

100S Gods and Myths in Western Culture. An introduction to the study of religion in Western culture. Particular attention paid to ancient texts concerning the moral and religious life. Preston.

110F Time, Space, and Power. An introduction to the study of religion as manifested in various cultures, past and present; the comparison of religious forms and structures, particularly those of the non-Western world, which may illumine the nature of our religious thought and behavior. J. Williams and Preston.

145W Theology in a Revolutionary Situation. An intensive study of emerging trends in theologies of the Third World. Concentration on the writings of Latin American, African, and Asian theologians, and on the role of the Christian church in social struggles for liberation. Ramsey.

[150W] On Being a Christian. Analysis of Hans Küng's important contemporary study of the Christian faith, *On Being a Christian.* Major emphasis on the delineation and clarification of the essentials of Christian belief. Minimum enrollment, 10; maximum, 20. (Next offered 1983-84.)

160W Archaeology and Religion of Israel. A study-trip using Jerusalem and other major sites in Israel as a "laboratory." An examination of the contribution of archaeological evidence to our understanding of the history of religion and culture in the land of Israel. Emphasis on the Biblical period, with some consideration of pre- and post-Biblical development. Extra cost. Maximum enrollment, 15. (Offered in alternate years.) J. Williams.

178W Women's Spiritual Quests: A Writer's Perspective. A study of women's spiritual quests from 1880 to the present and the relationship

between those quests and social and cultural experiences. Works by Atwood, Lessing, Gordon, Schreiner, Silko, and Hurston. Does not count toward a concentration in Religion. Open to freshmen. Maximum enrollment, 20. (Same as English 178W.) (Offered in alternate years.) Mowry.

200F The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Open to sophomores. J. Williams.

205W The Foundations of Judaism. A social and intellectual history of Judaism from the fall of Jerusalem in 586 B.C. to the formation of the Mishnah under Judah HaNasi. Maximum enrollment, 20. (Offered in alternate years.) Preston.

210S Jesus and the Origins of Christianity. A study of the life and teachings of Jesus against the background of the politics and religion of first-century Judea. A comprehensive introduction to the synoptic gospels, with special consideration of their usefulness for reconstructing the life of Jesus. Preston.

216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. (Same as History 216.) Miller.

245F Paul and the Rise of the Christian Church. A study of the development of the Church from the earliest Christian community in Jerusalem to its expansion in the second century, with emphasis on the book of Acts and the letters of Paul. Consideration of gnosticism, orthodoxy versus heresy, and Jewish Christianity. Preston.

260F Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, and notational and aural symbolism. No previous knowledge of music required. H. Williams.

[270S] The Meaning of God. An investigation of the question: "What is referred to by the word 'God'?" Both cultural and logical challenges to traditional answers to be considered. Readings from modern, critical theologians. (Offered in alternate years; next offered 1983-84.)

275F Women and Theology. The implications of feminist criticism of the Bible and the Church for the understanding of Christian theology, and the implications of Christian theology for the understanding of sexuality. Special concentration on works by modern women theologians on issues of concern to women and men. Eaton.

280S Early Church History. The evolution of Christian thought and practice from the beginnings of the Church through the fall of Rome. Preston.

282F Medieval and Early Modern Religious History. The development of Christian throught and practice from the early Middle Ages through the Reformation. Ramsey.

292F American Religious Life and Thought to 1860. A study of religious life and thought in America from the era of Puritanism until the Civil War. Prerequisite, one course in Religion or consent of instructor. Ramsey.

295S Contemporary American Religious Thought. An examination of the writings of American theologians who have focused on the role of religion in social life and change, including: Royce, Rauschenbusch, R. and H.R. Niebuhr, Tillich, Gustafason, Cone, and Daly. Ramsey.

[311F] Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 311.) (Offered in alternate years; next offered 1983-84.)

321F Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism and of Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 321.) (Offered in alternate years.) Blackwood.

331F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the readings of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy, or consent of instructor. (Same as Philosophy 331.) J. Williams.

[341S] Religion and Religions in the Greco-Roman World. An examination of the religious life of the ancient Greek, Hellenistic, and Roman worlds. Study of the documents and archaeological remains of a variety of religions, including Orphism, the Hellenistic cults of Isis and

Seraphis, Mirthraism and the Magi, Roman civil religion, Oriental cults in Rome, and the Gnostic movement. Emphasis on the tension between syncretism and exclusiveness. Some consideration of Judaism and Christianity as examples of Greco-Roman religions. Prerequisite, two courses in Religion or consent of instructor. (Offered in alternate years; next offered 1983-84.)

[345F] The Problem of Evil. Inquiry into the theological problem of evil and how it has been addressed by various thinkers in the Christian tradition, with special emphasis on contemporary responses to the problem. Prerequisite, two courses in Religion. (Offered in alternate years; next offered 1983-84.)

410S Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Philosophy 410.) Blackwood.

[432F] Religion and its Critics in the Nineteenth Century. An intensive study of nineteenth century attempts to understand the nature of religion by both religious and anti-religious thinkers. Particular attention will be paid to Schleiermacher, Hegel, Feuerbach, Marx, Kierkegaard, James, and Frazer. (Next offered 1983-84.)

[450F] Theories of Religion. Analysis of a variety of contemporary approaches to the study of religion, leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such men as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in Religion or consent of instructor. (Offered in alternate years; next offered 1984-85.)

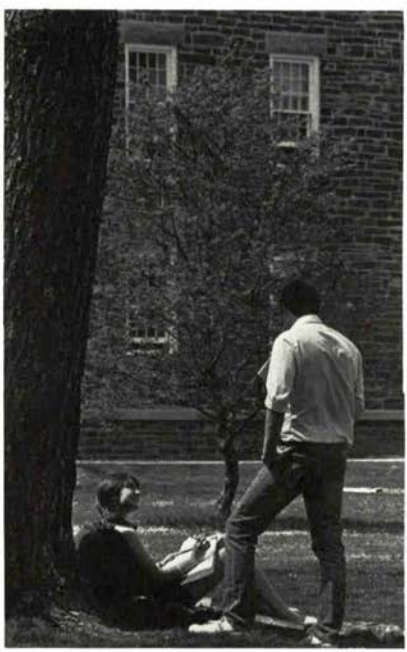
455S American Theories of Religion. An investigation of theories of religion developed by American theologians and philosophers of religion. Readings will include works by Edwards, Emerson, Pierce, James, Royce, Santayana, and Hartshorne. Prerequisite, two courses in Religion or consent of instructor. Ramsey.

460S Seminar in Theology. Readings in the ethics of major theologians with special attention to the norms and contexts of Christian ethics. Prerequisite, two courses in Religion or permission of instructor. Eaton.

[470S] Seminar in Asian Religion. Mahayana Buddhism in China and Tibet. A study of the various traditions of Mahayana through analysis of selected texts and secondary sources in translation. Prerequisite, 321 or 331, or History 236 and one course in Religion. (Offered in alternate years; next offered in 1983-84.)

[472S] Mysticism in the West. An intensive reading of selected writings by such mystics as Meister Eckhardt, Bonaventure, Catherine of Siena, Theresa of Avila, John of the Cross, and Richard Rolle. Emphasis will be placed upon medieval and early modern Roman Catholic writers, but comparisons will be drawn with other Christian and non-Christian traditions. Prerequisite, two courses in Religion. (Next offered 1984-85.)

550W Comprehensive Program. A program of readings, seminar discussions, and reports, culminating in a comprehensive examination. Required of all senior concentrators. The Department.



Romance Languages and Literature

James B. Davis, *Chair*

The Department of Romance Languages offers programs of instruction and concentrations in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper-level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

French

Faculty

Rouben C. Cholakian
James B. Davis
Roberta Krueger

Special Appointments
Patricia Cholakian
Françoise Davis
Marilyn Gillet

A concentration in French consists of eight courses numbered 140 or higher chosen according to one of the three combinations listed below. French 211 and 212 must be taken before the senior year. French 200 is strongly recommended but is not obligatory as a prerequisite for 211 and 212. Any history, civilization, or culture course offered by another department concentrating specifically on France may satisfy the French 250 requirement, but will not count as one of the eight concentration courses.

After French 140 and in addition to French 250 (or the equivalent) the student may choose one of three options:

(1) 200, 211, 212, two 300-level courses, and one elective (two if 200 is waived).

(2) 200, 211, two courses chosen from 300, 310 or 360, and two electives (three if 200 is waived).

(3) 200, 212, either 315 or 325, either 335 or 345, and two electives (three if 200 is waived).

Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year.

Candidates for honors will be required to complete with distinction an Honors Project (French 500) during the spring semester in lieu of a 300-level course and to earn a B+ or better on an honors examination taken at the end of their senior year. A minor in French consists of five courses numbered 140 or higher, with at least one course at the 300 level.

110F First Term French. A thorough grounding in aural comprehension, speaking, reading, and writing. Taught partially in French. Four hours of class, with additional drill and laboratory work. Open to students who have had no previous training in French. R. Cholakian.

120F,S Second Term French. Further work in aural comprehension, speaking, reading, and writing. Prerequisite, 110. Four hours of class, with additional drill and laboratory work. Students placed in 120 should select 120F. French 120F is a general review; French 120S is a continuation of French 110. Krueger (Fall); J. Davis (Spring).

130F,S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Krueger.

140F,S Fourth Term French. Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. J. Davis (Fall); R. Cholakian (Spring).

160W Paris: Winter Term. Small language classes daily for grammar, pronunciation, and conversation. Scheduled visits to monuments in and around Paris. Attendance at plays and concerts. Oral and written reports and examinations. Housing with French families. Extra cost. Prerequisite, 130 or consent of the Department. The Department.

[170W] French Phonetics. Study of French pronunciation and intonation. General tendencies of spoken French with concentration on special problems of Americans. One hour a day of theory and two hours a day of practice in the laboratory. Classes five days a week. Prerequisite, 120 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

200F,S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Drill and laboratory

work. Taught in French. Prerequisite, 140 or consent of the Department. R. Cholakian (Fall); Krueger (Spring).

205W The French "New Novel." Study and analysis of unorthodox novel techniques and conventions in works by Robbe-Grillet, Butor, Pinget, Simon and Sarraute. Lectures, discussions, outside reading, and one written report. Bi-weekly classes will be conducted in French, but a student may use English in discussions, written work, and assigned reading, in which case the instructor must be informed by the end of the preregistration period. Open to students who have completed at least one semester in the study of English or foreign literature. Maximum enrollment, 20. J. Davis.

211F Introduction to French Literature I. Study and analysis of selected major works from 1800 to the present. Written reports and laboratory work. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite; consult the Department. Not open to students who have taken 210. F. Davis.

212S Introduction to French Literature II. Study and analysis of selected major works from the Middle Ages to 1800. Written reports and laboratory work. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite; consult the Department. Not open to students who have taken 210. R. Cholakian.

250S Contemporary France. Attitudes, customs, social structure, institutions, and problems in present-day France. Discussion, outside reading, and oral and written reports. Taught in French. May be taken by students who have had 300 or above, in which case extra work is required. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) J. Davis.

[270S] Conversation and Translation. Emphasis on speaking and writing skills. Oral practice to build an active vocabulary through dialogues, discussions, and short oral reports. French-English and English-French translations with a concern for stylistic and linguistic problems. Prerequisite, 200 or consent of the Department. (Offered in alternate years; next offered 1983-84.)

290F Career Skills in French. Introduction to the vocabulary of the French business milieu. Analysis of the French character as it relates to the world of commerce. Intensive oral and aural training. Participation in simulated situations involving banking, telephoning, advertising, job hunting, etc. Readings taken from current periodicals. Laboratory

exercises. Taught in French. Prerequisite, French 140 or consent of the Department. (Offered in alternate years.) P. Cholakian.

300F French Classicism. Study and analysis of important texts of the seventeenth century. Written and oral reports and *"explications de textes."* Authors studied and discussed include Corneille, Molière, and Racine. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) P. Cholakian.

[310F] Eighteenth Century Literature and Society. A survey of representative fictional, dramatic, and philosophical works in the last century of the *ancien regime.* Authors to be read include Montesquieu, Marivaux, Voltaire, Diderot, Rousseau, Beaumarchais, and Laclos. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1983-84.)

315F The Age of Romanticism. Study of the romantic movement and of the beginnings of realism. Lectures, discussions, outside reading, and oral and written reports. Authors studied include Chateaubriand, Hugo, Lamartine, Vigny, Musset, Balzac, Stendhal. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) R. Cholakian.

[325F] Realism, Naturalism, Symbolism. Study of the development of realism, naturalism, and symbolism in the second half of the nineteenth century. Lectures, discussions, outside reading, and oral and written reports. Authors studied include Baudelaire, Flaubert, Heredia, Verlaine, Rimbaud, Mallarmé, and Zola. Prerequisite, any 200-level course or consent of the Department. (Next offered 1983-84.)

335S Early Twentieth Century. Literary developments in the theater, novel, and poetry between 1900 and 1939. Lectures, discussions, outside reading, and oral and written reports. Authors studied include Gide, Claudel, Apollinaire, Proust, Valéry, Giraudoux, and Malraux. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) J. Davis.

[345S] French Literature since 1940. Theater, novel, and poetry during and after the Second World War. Lectures, discussions, outside reading, and oral and written reports. Authors studied include Montherlant, Anouilh, Sartre, Camus, Eluard, Beckett, Ionesco, and Butor. (Offered in alternate years; next offered 1983-84.)

[360F] Renaissance. Study of the major prose and verse of the sixteenth century. Authors studied include Marot, Rabelais, Du Bellay, Ronsard, and Montaigne. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1983-84.)

370S Special Topics: French Women Writers. A survey of French women writers from the Middle Ages to the present. Special emphasis on the feminist critique of love and social relationships. Lectures, discussions, outside reading, and oral reports. Authors studied include Marie de France, Christine de Pisan, Marguerite de Navarre, Mme de Lafayette, Mme de Staël, Sand, Colette, Simone de Beauvoir, Duras, Rochefort, and Yourcenar. Taught in French. Prerequisite, any 200-level course or consent of the Department. Krueger.

[380F] French Cinema. Introduction to cinema criticism through a systematic study of scripts, sound tracks, films, and secondary sources. Films viewed will be representative of French production since 1930. Lectures, discussion, and oral and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1983-84.)

390S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 200-level course or consent of the Department. F. Davis.

500S Honors Project. Independent study program consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of at least 88 in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Spanish

Faculty

Jeremy T. Medina
Edgar Paiewonsky-Conde
Lourdes Rojas

A concentration in Spanish consists of eight courses numbered 140 or higher, including one course in civilization (either Spanish or Latin American) and an advanced course in each of the following: the Spanish Golden Age, twentieth century Spanish literature, and Latin American literature. Any history, civilization, or culture course offered by another department concentrating specifically on Spain or Latin America may satisfy the civilization requirement but will not count as one of the eight concentration courses.

Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to complete with distinction an Honors Project (Spanish 500) during the Spring semester in lieu of a 300-level course and to earn a B+ or better on an honors examination taken at the end of their senior year. A minor in Spanish consists of five courses numbered 140 or higher, with at least one course at the 300 level.

110F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading, and writing. Linguistically oriented and conducted according to the intensive oral method. Four hours of class, with additional drill and laboratory work. Medina.

120F,S Second Term Spanish. Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Paiewonsky-Conde.

130F,S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Rojas (Fall); Medina (Spring).

140F,S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class with additional drill and laboratory work. Prerequisite, 130. Medina (Fall); Paiewonsky-Conde (Spring).

160W Madrid: Winter Term. Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plays and concerts. Oral and written reports and examinations. Housing with Spanish families. Extra cost. Prerequisite, 130 or consent of the Department. The Department.

170W Spanish Theater. Study of a playwright from a literary as well as from a linguistic point of view. Exercises, readings, and public presentation of a play or selected scenes. Prerequisite, 140 or consent of instructor. The Department.

200F,S Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation based on selected readings. Written compositions and exercises. Three hours of class, plus an additional conversation hour, with supplementary laboratory work. Taught in Spanish. Prerequisite, 140 or consent of the Department. Paiewonsky-Conde (Fall); Rojas (Spring).

210S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) Medina.

[240S] Spanish American Civilization. The history and culture of Spanish America. A study of the origins and evolution of the Spanish American character, tradition, and thought. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years; next offered 1983-84.)

250F Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) Medina.

[260F] Introduction to Spanish American Literature. A panoramic view of the development of Spanish American literature, emphasizing representative works of each period or literary school. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years; next offered 1983-84.)

300S Spanish Theater of the Golden Age. Study of leading dramatists of the sixteenth and seventeenth centuries. The authors studied will be: Miguel de Cervantes, Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcón, Pedro Calderón de la Barca, and Francisco de Rojas Zorrilla. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered every third year.) Medina.

[310S] Golden Age Prose. Study of major works of the sixteenth and seventeenth centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1984-85.)

[320F] Contemporary Latin American Novel. A study of the major prose works of the great generation of writers known as the Latin American "boom:" Borges, Sábato, Rulfo, Carpentier, Cortázar, Fuentes, García Márquez, and Vargas Llosa. Classes meet once a week for a joint 80-minute lecture in English and as two separate groups for 50-minute discussion sessions in English and in Spanish. Students of Spanish read texts in the original. (Same as Comparative Literature 320.) (Offered every third year; next offered 1983-84.)

340S Latin American Thought from Marti to Guevara. A study of the most significant ideological works that have shaped Latin American thought from the late nineteenth century to the present. A variety of readings: metaphysical (Borges); cultural (Paz); aesthetic (Sánchez-Vázquez); pedagogical (Friere); with main emphasis on the sociopolitical essay (Martí, Rodó, Vasconcelos, Mariátegui, Cesaire, Retamar, and Guevara). Essayists placed in their proper historical, economic, and ethnocultural contexts. (Offered every third year.) Paiewonsky-Conde.

[350F] The Realistic Novel. Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarin, and Blasco Ibañez. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered every third year; next offered 1983-84.)

[360F] The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927, including Jiménez, Antonio Machado, Baroja, Unamuno, Azorín, Benavente, Salinas, Guillén, García Lorca, and Alberti. Ideas, trends, and new concepts of

Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered every third year; next offered 1984-85.)

[370] Special Topics in Spanish Literature. Study of selected areas of Peninsular or Latin American literature. (Offered in alternate years; next offered 1983-84.)

380F Cervantes' *Don Quijote*. Careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and the study of the work's relationship with the major social and intellectual currents of the seventeenth century. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Paiewonsky-Conde.

500S Honors Project. Independent study program consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of at least 88 in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Russian

See Germanic and Slavic Languages.

Sociology

Faculty
David J. Gray, *Chair*
Daniel Chambliss
Dennis Gilbert
Janet H. Lowry

A concentration in Sociology consists of 101, 301, 302, and five additional courses, including 500 or an approved upper-level course. Statistics is recommended for students considering graduate study. An oral examination based on a distinguished senior project is required of candidates for honors. A minor in Sociology consists of 101, 301 or 302, and three additional courses.

101F,S Introductory Sociology. Sociological perspective on human behavior. Classic and contemporary sociological concepts which further an understanding of the structure, process, stability, and change of social life. The Department.

204S Social Stratification. Origins and consequences of inequalities in the distribution of wealth, income, power, and prestige. Power structures, class conflict, social mobility, and class differences in social values and lifestyle. Theories of stratification, including those of Marx, Weber, and the functional school. Gilbert.

205W Ethnic Relations in the U.S.: Recent Immigrants and Refugees. Study of patterns of immigration, development of ethnicity, and trends in ethnic relations in the U.S. Particular focus on contemporary ethnic issues concerning Blacks, Mexican Americans, Puerto Ricans, Cubans, Indo-Chinese, Soviet Jews, and Hungarians. Prerequisite, one course in a social science. Maximum enrollment, 20. Kraly.

210F Occupations and Professions. Training and experience of individuals in occupational roles; functions and conflicts of occupational groups in historical perspectives; current social issues such as professionalization and discrimination by race, sex, and age. Two class hours and weekly observation visits with local businesses and organizations. Lowry.

[216W] Individualism. Consideration of individualism in modern America. Readings include the analytical writings of Freud, Cooley, Fromm, and Bettelheim, and novels such as *What Makes Sammy Run?* and *Lord of the Flies.* Maximum enrollment, 20. (Offered in alternate years; next offered 1983-84.)

222S World Population Crisis. Investigation of family planning, hunger, environmental issues, and present and proposed population policies. Basic demographic information; world models of growth; recent interdisciplinary emphasis. Prerequisite, one course in a social science. (Offered in alternate years.) Lowry.

225S Politics and Society in Latin America. Mexican, Cuban, and Central American revolutions examined in the context of long-term processes of social and economic change. Topics include development strategies, the relationship between economic growth, and distribution, class conflict in urban and rural settings, population growth, and the influence of foreign investors and their governments. (Same as Government 225.) Gilbert.

230W Growing Old in America. Impact of aging on human life, particularly family, community, and work roles. Reasons for expanding interest in social gerontology; life history interviewing. Social problems of the elderly, including institutionalization. Priority: sophomores, juniors, seniors, freshmen. Maximum enrollment, 25. Lowry.

240S Self in Society. An intermediate level course in phenomenological social psychology. Emphasis on the nature of the self; the life world as experienced; the taken-for-granted nature of social life; roles and bad faith; and the routinization of everyday life. Personal applications possible in journal and papers. Chambliss.

250W Federalism and Social Policy. A legal and sociological consideration of the relationship and tensions between federal and state power. Implications for social policy on specific issues such as education, abortion, and welfare will be examined. Maximum enrollment, 20. Gray and Myers.

251F Survey of Social Psychology. A review of the classic work in social psychology, from the sociological perspective. Moves from basic work on consensus and social facilitation, through dissonance and attribution theories, to current studies in exchange and ethnomethodology. Prerequisite, one course in Sociology or Psychology. Chambliss.

272F Sociology of Poverty. Distribution and character of poverty in the United States. Ethnographic descriptions of impoverished populations, including urban ghetto dwellers, migrant farm workers, and the aging. Malnutrition, health care, unemployment, and other special

problems of the poor. Competing explanations of persistent poverty in an affluent society. The welfare system and other relevant policy topics. Gilbert.

[291F] Deviance. A comprehensive examination of the social processes associated with the transformation of conforming persons and groups into deviants. Structural, behavioristic, interactionist, and existential phenomenological formulations of deviance emphasized. Prerequisite, 101. (Offered in alternate years; next offered 1983-84.)

301F Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. Historical origins and development of the sociological discipline emphasized. Prerequisite, 101 or consent of instructor. Gray.

302S Research Methods. Examination of social scientific inquiry from theory and problem formulation to data evaluation and presentation. Ethical issues in research. Computer work with SPSS. Prerequisite, concentration in a social science discipline. Lowry.

[304S] Sociology of Elites. A critical examination of C.W. Mills's *Power Elite* thesis. Review of classical theories of political structure of Marx, Pareto, and Mosca. Recent work on the military-industrial complex and the roles of corporate and social elites. Alternative formulations of the problem of national power, including pluralist and Marxist approaches. Prerequisite, one course in Sociology or Government or consent of instructor. (Offered in alternate years; Next offered 1983-84.)

305S Marxist Sociology. Critical examination of the sociological thought of Karl Marx and recent Marxist writers. Topics considered include alienation, ideology, imperialism, social classes and the state, and recent changes in the class structure of industrial societies. Prerequisite, one course in a social science. (Offered in alternate years.) Gilbert.

307F Sociology of Formal Organizations. Analysis of large-scale organizations. Specific topics include bureaucratic structure, power, technology, change, anarchy, and interaction between organizations and their environments. Prerequisite, 101 or consent of instructor. (Same as Government 331F.) Chambliss.

[310S] Seminar on Social Science and Human Values. Relationship of objective knowledge and human values examined. Pertinent sources from Plato and Aristotle to modern social

science considered. Prerequisite, one course in a social science or Philosophy. (Offered in alternate years; next offered 1983-84.)

316F American Social Thought. Examination of American thought from colonial to modern times. The relationship of individual freedom and social order particularly examined. Prerequisite, 101 or consent of instructor. Gray.

320F Aging and Sex Roles. Seminar on advanced topics concerning older adult socialization and role transitions. Concentration on family and work dynamics. Special problems of minority groups and social policy response. Field project involving life history interviewing. Prerequisite, 101. (Offered in alternate years.) Lowry.

325W Organizing Irresponsibility. How formal organizations, especially bureaucratic ones, can be structured to circumvent the ethical standards of their own members. Cases from many organizations, including Nazi extermination camps, present-day hospitals, business corporations, and armies. Familiarity with basic Weberian model of bureaucracy helpful. Prerequisite, one course in a social science. Maximum enrollment, 20. Chambliss.

330S Utopia and the Individual. Examination of Utopian literature. Readings include Plato's *The Republic,* More's *Utopia,* Bellamy's *Looking Backward,* Skinner's *Walden II,* Orwell's *1984,* Huxley's *Brave New World,* and contemporary comments on the nature of the good society. Prerequisite, one course in Sociology or Philosophy. Gray.

[331F] Urban Social Analysis. A study of the demographic, ecological, and social structure of metropolitan communities. Historical, cross-cultural, and geographical perspectives on urban community life presented; contemporary urban policy issues considered. Prerequisite, 101 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

500 Senior Project. The Department.

Spanish

See Romance Languages.

Speech

Faculty
Richard F. Somer, *Chair*
Henry L. Roubicek
Warren E. Wright

No concentration is available in Speech. The program is designed to emphasize oral literacy. To that end, every opportunity will be utilized in all courses, whether in history, theory, or performance, to develop the student as a speaker. Thus, each student is required to present the products of study and research not only in written form, but in formal oral presentation before the class. Course descriptions including the qualification "or consent of Department" indicate that students having departmental consent for advanced work in Speech without a 100-level course are also eligible. Descriptions including the qualification "consent of instructor" indicate that consent of the instructor in the course is necessary in addition to having met the prerequisite in one of the above ways.

110F,S Public Speaking. Study of the nature, purposes, and means of public speaking. Practice in formal spoken communication. Training in research, organization, and delivery. Oral and written criticism, private conferences, videotaping. Maximum enrollment in each section, 20. The Department.

120F,S Public Reading. Systematic study of theory and practice in the management of the elements of speech for effective communication of meaning of written materials. Reading, critical analysis, criticism of performance, private conferences, recordings, videotaping. Maximum enrollment in each section, 20. Somer.

210F,S Argumentation. Study of the principles of effective oral participation in controversy. Emphasis on careful research, analysis of issues, the uses of evidence, and the development of arguments for oral presentation. Oral and written criticism, private conferences, videotaping. Prerequisite, 110 or consent of the Department. Maximum enrollment in each section, 20. The Department.

[230W] Parliamentary Law and Procedure. Study of the principles, rules, and customs that govern meetings and assemblies, with emphasis on delineation and proper exercise of individual, minority, and majority rights. Experience in the conduct of meetings and in group deliberation; oral and written criticism. Prerequisite, a 100-level course or consent of the Department. (Offered in alternate years; next offered 1983-84.)

250S Speech Composition. Advanced study in the preparation and presentation of manuscript speeches. Particular attention to the design and delivery of spoken language. Oral and written criticism, private conferences. Prerequisite, a 100-level course or consent of the Department. (Offered in alternate years.) Wright.

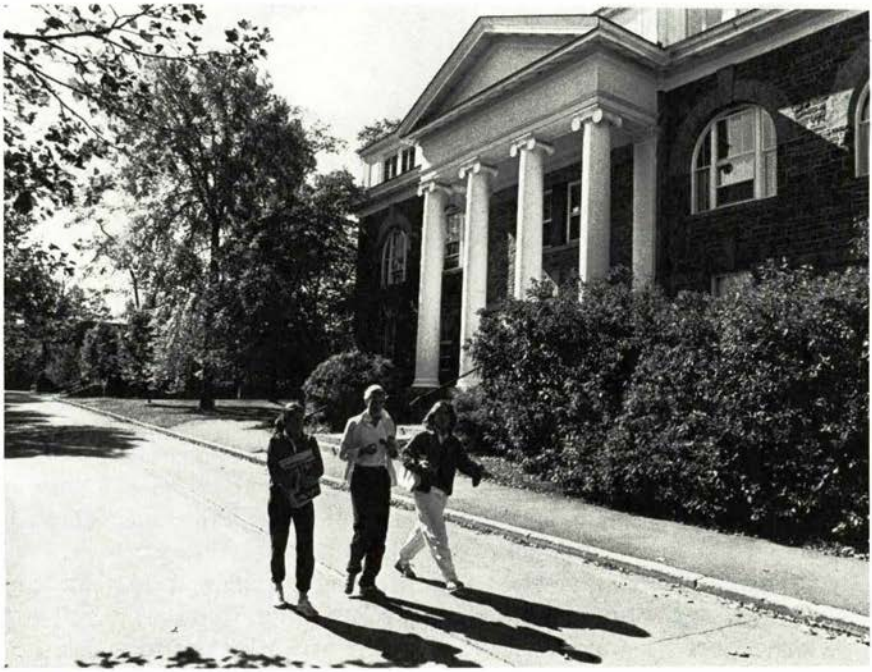
[290S] Advocacy. Readings in forensic rhetorical theory and selected examples of forensic pleading. Performance resulting from hypothetical cases and actual preparation of briefs and arguments. Presentation of cases in "court." Prerequisite, 210 or consent of the Department. Maximum enrollment in each section, 20. (Offered in alternate years; next offered 1983-84.)

310F Readings in Public Address. Readings in outstanding speeches selected from Western history. Study of argument, language, and delivery. Written and oral criticisms. Students will finally specialize in the study of one speaker, each student not only presenting a complete rhetorical analysis of one speech, but, based on that analysis, presenting an oral reading of the speech as well. Open to sophomores. Prerequisite, 110. (Offered in alternate years.) Wright.

[360F] Theory and Practice of Rhetoric. Readings in selected rhetorical theories from classical times to the present. Analysis of various applications of rhetoric to politics, law, religion, commerce, and other subjects of public deliberation. Open to sophomores. (Offered in alternate years; next offered 1983-84.)

450F Seminar: Special Topics in Rhetoric. Study of selected subjects of special or timely interest: rhetoric in current political campaigning, the intensive examination of the uses of rhetoric in specific periods in Western history, systematic inquiry into applications of rhetoric to electronic media, and persuasion in small groups. Prerequisite, consent of instructor. Open to juniors. (Offered in alternate years.) Somer.

[460S] Criticism of Rhetoric. Advanced study of values in rhetorical practice. Readings in the history and theory of rhetoric, analysis of early rhetorical criticism. Development of a system of individual rhetorical values and criticism for use in the analysis of contemporary rhetorical practice. Prerequisite, a 100-level course and 310, 360, or 450. Open to juniors. (Offered in alternate years; next offered 1983-84.)



Swahili

See Critical Languages.

Theatre and Dance

Edwin Barrett, *Chair*

Theatre

Faculty
Edwin Barrett
Carol Bellini-Sharp
Joseph Rusnock

A concentration in Theatre for actors and directors consists of 101-102, 105, 201-202, 207-208, and 210. A concentration for students of theatrical design and production consists of 101, 105, 207-208, 212, 213, 214, and 305. A concentration for students in dramatic history and criticism consists of 101-102, 105, 207-208, 209, and two courses approved by the Department and chosen from this and other departments according to special needs and interests. All students are encouraged to elect additional courses in dramatic literature. Departmental honors may be earned through outstanding achievement in course work, a history of distinguished contribution to the Theatre/Dance Program, and a major piece of work in performance, composition, or production in the senior year, judged by the Department.

101F Introductory Acting. Basic elements of the actor's craft: movement, voice, senses, imagination, and characterization. Focus on sensitivity, improvisation, and stage action. Two and one-half hours of class and two and one-half hours of studio. Open to freshmen and sophomores. Maximum enrollment, 40. The Department.

102S Introductory Acting Workshop. Scenes, situations, circumstances, and stage actions. Two and one-half hours of class and two and one-half hours of studio. Prerequisite, 101. Maximum enrollment, 20. The Department.

104F Elements of Theatre Production. Study of the components of theatre production; their principles, terminology, procedures and techniques. Emphasis on theatre spaces, designers, styles of presentation, and the theatre organization. Attendance at selected productions will be required. (Offered in alternate years.) Rusnock.

105S Stagecraft. A lecture/laboratory course covering the fundamentals of scenery construction, rigging, scene painting, stage

lighting, costume construction, properties, and sound for the theatre. Three hours of class and three hours of laboratory. Maximum enrollment, 20. Rusnock.

110W The London Theatre. Study of the current theatrical scene in London through attendance at a broad selection of performances and through discussion, lectures, and critical writing which is periodically evaluated. Prerequisite, consent of instructor and payment of fees and charges by October 1. Extra cost. Maximum enrollment, 20. Barrett.

[111W] The Winter Production. A production to be created entirely during the winter term. Auditions and casting solely from within the class. Maximum enrollment, 50. (Offered in alternate years; next offered 1983-84.)

[113W] Make-up. Laboratory course in the conceiving, planning, and execution of make-up for the theatre artist. (Offered in alternate years; next offered 1983-84.)

115W The Winter Project. A workshop course in theatrical subjects of special interest, such as puppets & marionettes, mime, or masks, not necessarily leading to production. Alternates with 111W.

201F Intermediate Acting. Developing an individual working method. Exploration of physical, vocal, emotional, and creative resources. Two hours of class and two hours of studio. Prerequisite, 101 or consent of instructor. Maximum enrollment, 24. Bellini-Sharp.

202S Intermediate Acting Workshop. Scene and monologue work, textual analysis, and characterization. Focus on Shakespearean and modern texts. Two hours of class and two hours of studio. Prerequisite, 201. Maximum enrollment, 20. Bellini-Sharp.

206F Theatre for Voice and Ear. The study of dramatic works illustrative of a wide range of classical and modern styles, offering, especially to students not otherwise trained as actors, experience in the oral interpretation of dramatic texts. Critical listening to published tapes and recordings and preparation of taped performances for broadcast and for use in the Library collection. Six hours. Minimum enrollment, 10. Prerequisite, consent of instructor. Barrett.

207F-208S History of Theatre. Examination of major periods in the history of the theatre. First semester: beginnings through the Restoration and the eighteenth century. Second semester: nineteenth and twentieth centuries. Barrett.

209F Script Analysis. Application of analytical techniques to theatrical interpretation of scripts. Practical approach to script analysis applicable to any play script from any period. Scripts to be analyzed include plays by Euripides, Jonson, Chekhov, Albee, and Pinter. The Department.

210F The Expressive Voice. Techniques for increased awareness of and skill with voice and speech production. Application for conversation, public speaking, singing, and acting. Course objectives: realization of natural vocal potential and communication. Maximum enrollment, 16. Bellini-Sharp.

[212S] Scene Design. A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials, and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections, and models. Prerequisite, 105. (Offered in alternate years; next offered 1983-84.)

213F Lighting Design. A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections, and control charts. Prerequisite, 105. Maximum enrollment, 10. (Offered in alternate years.) Rusnock.

214S Costume Design. A lecture/laboratory course in theatrical costume. Study of principles of composition, materials, fashion history, and fundamentals of figure drawing and rendering, eventuating in practical costume designs with sketches, renderings, charts, and patterns. Prerequisite, 105. Maximum enrollment, 10. (Offered in alternate years.) Rusnock.

[216S] Contemporary World Theatre, 1965-Present. An examination of people, plays, and events shaping today's theatre. Selected critical readings. Representative plays by such authors as Handke, Shepard, Gatti, Bond, Fornes, and Milner. (Offered in alternate years; next offered 1983-84.)

245S Modern European Drama and Theatre. Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Emphasis on the transformation of written texts into staged productions. Readings to include works by Buchner, Ibsen, Strindberg, Chekhov, Pirandello, Brecht, Beckett, and others; Artaud, Appia, Craig, Stanislavsky, Meyerhold, and others. Prerequisite,

one course in literature or in Theatre, or consent of the instructors. (Same as Comparative Literature 245.) Bellini-Sharp and N. Rabinowitz.

300F,S The Study of the Theatre Through Production and Performance. A major role; stage management; design of scenery, lighting, or costumes for a faculty-directed production. Prerequisite, consent of the Department.

301F-302S Advanced Acting. Problems in scene study, characterization, and styles. Emphasis on individual acting problems. Three hours of class and three hours of studio. Prerequisite for 301: 202 or consent of instructor. Maximum enrollment, 20. (Offered in alternate years.) The Department (Fall); Bellini-Sharp (Spring).

[303F-304S] Directing. First semester: fundamentals of play direction, readings in directorial practice, and scene direction. Second semester: study of selected directors and directorial problems; the direction of a one-act play. Three hours of class and three hours of studio. Prerequisite, 101, 102, two other courses in Theatre, and consent of instructor. Theatre 304 may not be taken as a separate course. (Offered in alternate years; next offered 1983-84.)

[305F] Advanced Design. A laboratory course in advanced techniques of scenery, lighting, and costume design. Prerequisite, 212, 213, and 214. (Offered in alternate years; next offered 1983-84.)

312S Seminar in Voice and Speech for the Stage. Development of stageworthy voice and speech. Advanced vocal technique and text work. Emphasis on interpretation of Shakespeare. Prerequisite, 210. (Offered in alternate years.) Bellini-Sharp.

Dance

Faculty

Mary Paula Hunter
Sondra Lomax

Special Appointments
Barbara Rinaldo
John Suplee

A concentration in Dance consists of 311-312 and 101, 203, 302, 304, 305, and 307. A student entering the program is required to register for 101, Introduction to Dance, but will be placed in technique classes appropriate to present level of accomplishment. 211-212 and 311-312 may be elected repeatedly according to the student's mastery of dance

technique. Departmental honors may be earned through outstanding achievement in course work, a history of distinguished contribution to the Dance Program, and a major piece of work in performance, composition, or production in the senior year as judged by the Department. A minor in Dance consists of five courses, including 101 and four courses selected from those in Movement Analysis (203), in History of Dance (302 and 304), in Composition (305 and 307), and in Advanced Dance (311 and 312).

101F Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. Classes in technique, lectures, and discussions on dance, field trips, and special events. Placement in dance technique classes according to present level of accomplishment. Maximum enrollment, 80. Lomax and Rinaldo.

112S Elementary Dance. Fundamentals of ballet and modern dance. Prerequisite, 101 or consent of the Department. Maximum enrollment, 40. Rinaldo.

203S Movement Analysis. Observing, analyzing, recording movement, and reconstructing from notation, using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication, a language. No previous dance training required. Lectures and discussions. Maximum enrollment, 20. Hunter.

211F-212S Intermediate Dance. Continuation of study of ballet and modern dance. Prerequisite, 112 or consent of the Department. May be repeated for credit at increasingly advanced levels. Maximum enrollment, 20. Lomax and Hunter.

215W Dance Workshop. A dance workshop conducted by a visiting choreographer. Daily dance technique classes and rehearsals of a new work, which will be performed at the spring Dance Concert. Prerequisite, consent of the Department. Minimum enrollment, 5; maximum, 40.

[302S] History of Dance. The development of dance as an art form from Greek times through the nineteenth century. Lectures, discussions, and practical sessions in period dance. (Offered in alternate years; next offered 1983-84.)

304S Twentieth Century Dance and Criticism. Current trends in ballet and modern dance. Study of major dance critics and practical experience in writing dance criticism. Lectures and discussions. No previous dance training required. (Offered in alternate years.) Lomax.

305F Composition I. A study of the elements of choreography, emphasizing rhythmic structure, dynamics, and design. Prerequisite, intermediate level in technique or consent of instructor. (Offered in alternate years.) Hunter.

[307F] Composition II. The application of fundamentals from 305 to more complex choreographic work. Prerequisite, 305 or consent of instructor. (Offered in alternate years; next offered 1983-84.)

311F-312S Advanced Dance. The study of ballet and modern dance, emphasizing style and performance techniques. Participation in workshops and concerts required. Prerequisite, consent of the Department. May be repeated for credit at increasingly advanced levels. Maximum enrollment, 20. Lomax and Hunter.

Latin American Studies

The interdisciplinary minor in Latin American Studies is administered by a Faculty Committee consisting of Professors James Davis (Romance Languages and Literature), Dennis Gilbert (Sociology), Grant Jones (Anthropology), Edgar Paiewonsky-Conde (Program Director) (Spanish), and Robert Paquette (History). To enter the minor, the student must qualify for entry into Spanish 140. History 261 and 262 are required. The student must select the remaining courses from the list below. One course must be in Spanish and one must be in either Anthropology or Sociology.

Anthropology

[220F]	**Prehispanic Civilizations of Mesoamerica**
[222S]	**Heritage of Conquest in Mesoamerica**

Government

225S	**Politics and Society in Latin America** (Same as Sociology 225.)

History

354S	**Slavery in the Making of the Modern World**

Sociology

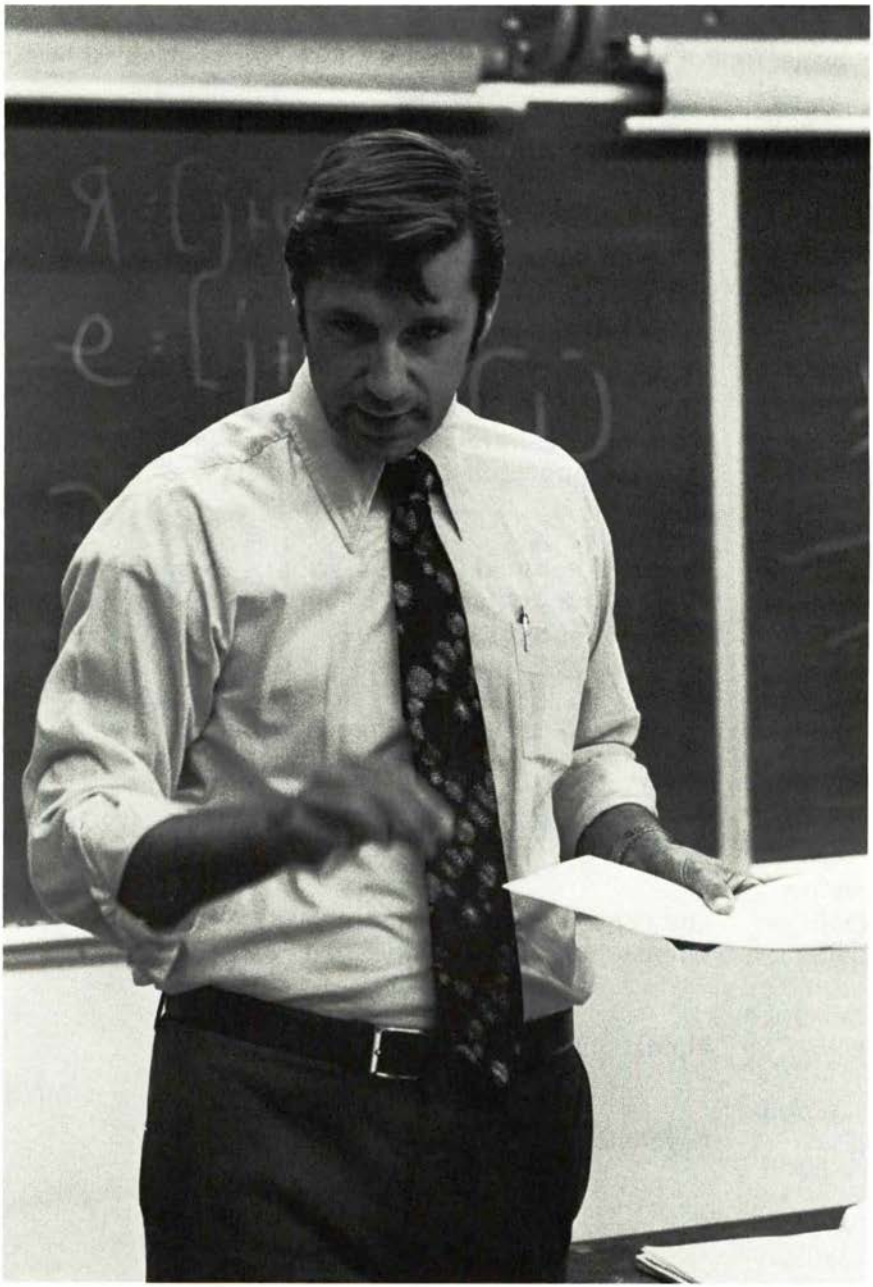
225S	**Politics and Society in Latin America** (Same as Government 225.)

Spanish

140F,S	**Fourth Term Spanish**
[240S]	**Spanish American Civilization**
[260F]	**Introduction of Spanish American Literature**
[320F]	**Contemporary Latin American Novel**
340S	**Latin American Thought from Marti to Guevara**

Women's Studies

The interdisciplinary minor in Women's Studies is administered by a Faculty Committee consisting of Professors Jeffrey Eaton (Religion), Esther Kanipe (History), Elizabeth Potter (Program Director) (Philosophy), Nancy Rabinowitz (Comparative Literature), Douglas



Raybeck (Anthropology), and Sydna Weiss (German). Programs submitted for the minor must include the interdisciplinary Independent Study in Women's Studies and four courses displaying a balance of fields from the following list:

Anthropology

[254S]	**Sex Roles in Comparative Perspective**
[273W]	**Seminar in Household Consumption**

Biology

[134W]	**Biology of Reproduction**

Comparative Literature

122F	**The Myth of Electra**
[123F]	**Women in Medieval and Renaissance Literature**
[290F]	**Feminist Approaches to Literature**

English

178W	**Women's Spiritual Quest: A Writer's Perspective**
225W	**Modern and Contemporary Poetry by Women**
416S	**Seminar: Virginia Woolf**

French

370S	**Special Topics: French Women Writers**

German

160S	**Trends in German Literature**

History

228F	**The Family in Modern History**
229S	**Women in Modern Europe**

Philosophy

209F	**Philosophy and Feminism**

Psychology

221W	**Psychology of Women**

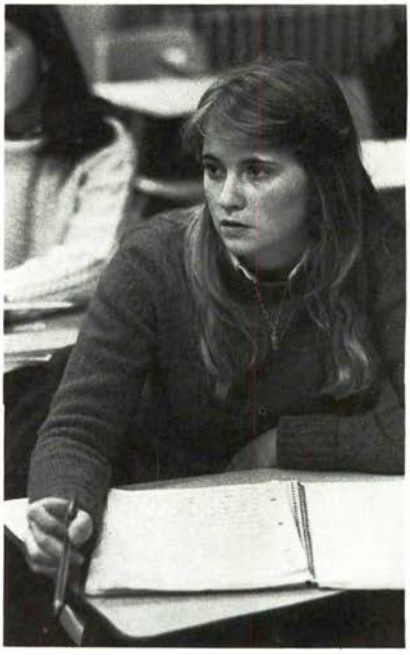
Religion

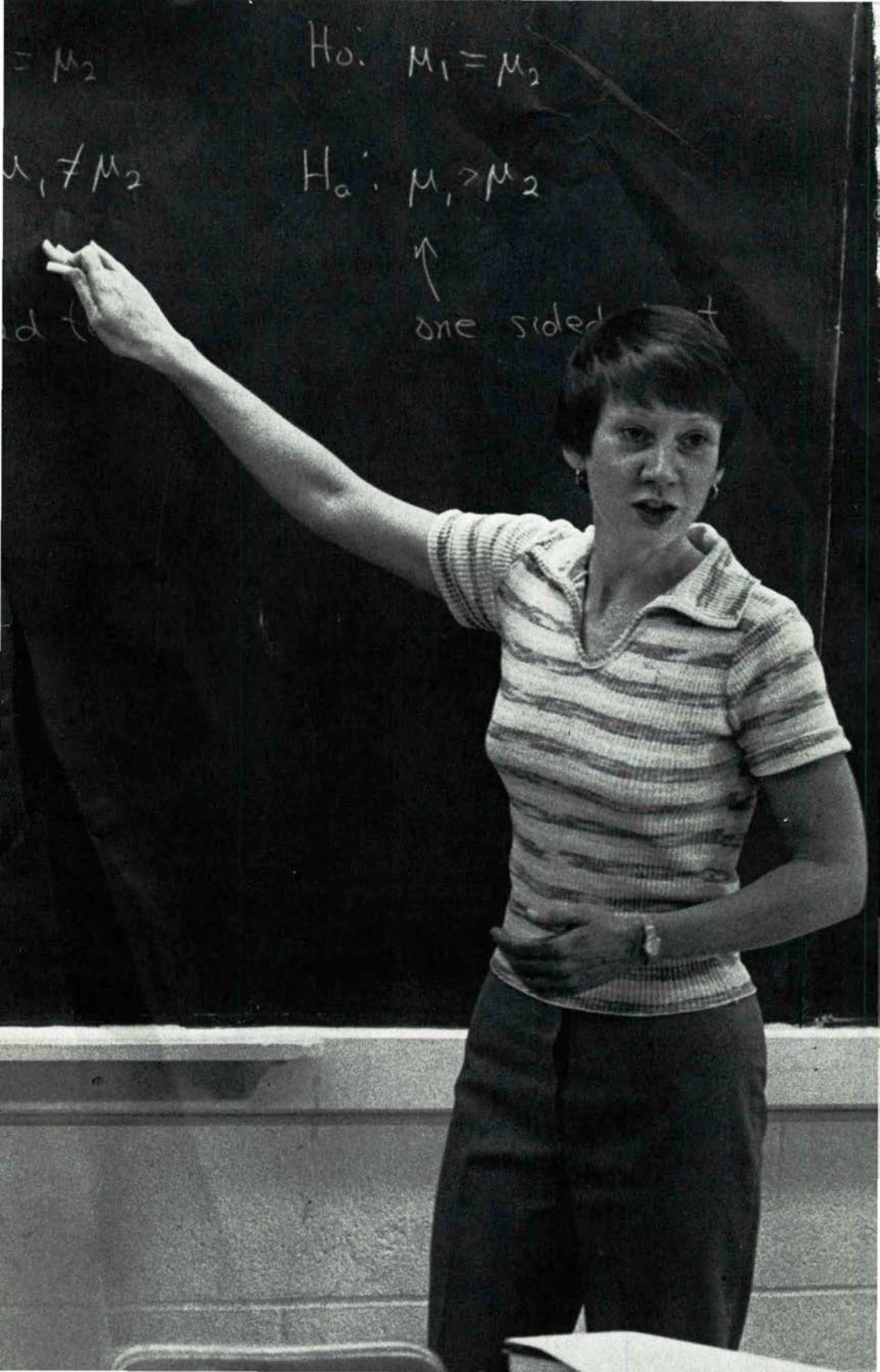
178W	**Women's Spiritual Quest: A Writer's Perspective**
275F	**Women and Theology**

Sociology

210F	**Occupations and Professions**
320F	**Aging and Sex Roles**

Students interested in the minor should consult the Committee as early as possible.

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Scholarships, Fellowships, and Prizes

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1956, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr. and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the Board of Trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938, Ph.D.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and former Trustee of the College.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, their children, and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and Trustee of the College.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher, Class of 1964.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame, and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Robert Scott Ramsay, Jr. and Roderick McKay Scholarship Fund was established by Mr. & Mrs. Robert S. Ramsay in honor of their sons, Robert, Class of 1959, and Roderick, Class of 1961.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

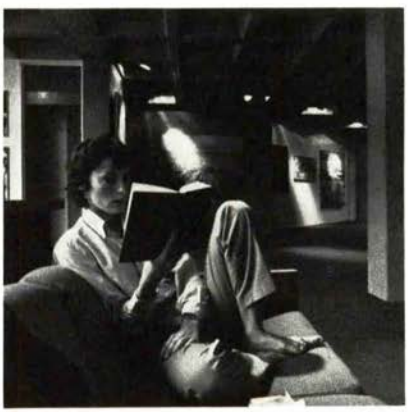
The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Merritt N. Willson Memorial Scholarship was established in his memory by his two daughters, Mrs. S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.



Special Scholarships

Special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

California

The Stephen W. Royce Scholarship was established by the late Mr. Royce, Class of 1914 and former Trustee. Preference is given to students from Liberty, New York, and Pasadena, California.

New York

The Adirondack Area Scholarship, with a value of up to $6,000 over a four-year period, is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds for this scholarship.

The Alumni Association of Metropolitan New York Scholarship is offered to students who attend schools in the New York area. This scholarship will pay up to $8,000 over a four-year period; the exact amount will depend on the financial need of the recipient.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield (New York); and finally, to members of the Emerson Literary Society who have financial need.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York, second, to a resident of Chenango County, and third, to a resident of New York State.

The Earl M. Clark Scholarship, established in memory of a member of the Class of 1907 and former Binghamton resident, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Some of these grants, which cover a two-year period, may total as much as $8,000. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

The George E. Dunham Scholarship, established by George E. Dunham, is awarded to graduates of the Thomas R. Proctor High School, the John F. Kennedy High School, and Utica Free Academy (of Utica, New York).

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy of Rochester, New York, in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne, and Yates Counties (of New York State). The scholarship carries a value of up to $8,000 over a four-year period and is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland High School, Westmoreland, New York.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (New York) Presbytery.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Oswego, and Seneca Counties (of New York State). The scholarship will pay up to $8,000 over a four-year period.

The Charles Anthony Hawley Scholarship was received under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859 and former Trustee of the College. It gives preference to graduates of schools of Seneca Falls, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1920. The scholarship is awarded in certain years with preference given first to the son or daughter of an employee of the company and second to a resident of Chenango County.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family and second to a student from Camden in Oneida County (New York).

The Stephen W. Royce Scholarship was established by the late Mr. Royce, Class of 1914 and former Trustee of the College. Preference is given to students from Liberty, New York, and Pasadena, California.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome Free Academy (Rome, New York); second to students from the City of Rome or Oneida County; and finally to students from central New York.

The Grace Ione Spencer Memorial Scholarship, established by friends of this long-time teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area. Preference is given to a student who is concentrating in a discipline within the Humanities.

The Wiley Fund of The Utica Foundation Scholarship, funded by an annual grant from the Utica Foundation, is awarded to students from the Utica area.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

The Women's Christian Association of Utica Scholarship, funded by an annual grant from the Association, provides awards of $800 to each of three women students. Preference is given to residents of Oneida County.

Ohio

The Tunnicliffe Scholarships are available, first, to students from northwestern Ohio and, second, to any student who qualifies for financial aid.

Wisconsin

The Robert B. Winkler Hamilton College Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

Foreign

Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and former Trustee of the College, and is awarded to foreign students enrolled at the College.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. The scholarship is for students from countries other than the United States or Canada, but when there are no such eligible students, it may be used for students without reference to the country of their origin.

Other Special Scholarships

The Archibald G. Alexander Scholarship was established in his memory by his wife, Margery, and his son, Douglas, Class of 1958, to aid students majoring in a foreign language.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian Ministry, to be designated by the pastor and the session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship was established by the family and friends of the late Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924 and Emeritus Trustee of the College. This scholarship is awarded annually to an entering freshman, and, among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles H. Duell Scholarship is awarded with preference given to a member of the freshman class.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Huguenot Society Scholarship, with an annual value of $1,000, is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Leavenworth Scholarship, established by Elias W. Leavenworth, Class of 1872, may be awarded only to students with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William DeLoss Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is in the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William DeLoss Love, Class of 1909, Mrs. William D. Scranton, and others. In accordance with the wishes of the scholarship donors, preference is given to descendants of William DeLoss Love, Class of 1843.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded to a member of the sophomore class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.), 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, '75, or '76; if to none of those, to a

student from the West Coast; and if not awarded to a student meeting either of those stipulations, then at the discretion of the College.

The Schuyler B. Steere Scholarship was established for blood relations of the donor (S.B. Steere, Class of 1851). If none appears, preference is given to candidates for the ministry.

The Watkins Scholarship was established by the Watkins family, which includes Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B. Watkins III, Class of 1973. This scholarship is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference to students intending to enter the Presbyterian Ministry.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton.

The Edward Johnson Dietz Memorial Scholarship Fund was established by family and friends of Julia Grant Dietz in memory of her son and provides scholarships with preference given to students from the Syracuse area.

The Lillia Babbitt Hyde Scholarship Fund provides scholarships with preference given to students from the New York City area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship Fund was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland Boards of Trustees.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

The recipients of prize scholarships are recognized either at the Fall Convocation or at the Class and Charter Day Convocation.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides four prize scholarships. One is awarded annually to the holder of a regular scholarship in each college class who, in the preceding year (or in the first semester of the freshman year), shall have made the best record in college course work.

The Robert A. Bankert, Jr. Prize Scholarship was established in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference in awarding this scholarship is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Frank C. and Marion D. Colridge Prize Scholarship was established by Frank C. Colridge, Class of 1918, and his wife, Marion, and provides a prize scholarship to a member of the junior class on the varsity track team, who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and who has achieved a distinguished record in those courses.

The Captain Gerald Fitzgerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science, or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have

demonstrated promise for useful citizenship by character, standing among fellow students, and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately ten students at the end of their freshman year in recognition of academic achievement, character, and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements. Depending upon need, each Dana Scholar will receive a grant ranging from $100 to full tuition.

The Ned Doyle Prize Scholarships, established by Ned Doyle, Class of 1924 and Emeritus Trustee of the College, are awarded to an upcoming sophomore, junior, and senior who have made significant contributions to the College's athletic program.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, LL.D., Class of 1871, is awarded to a senior who shall have excelled in the study of German and who shall elect an advanced course in that subject during the senior year.

The Fayerweather Prize Scholarships are awarded to the five sophomores who, at the end of the freshman year, have made the highest averages in their class.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference shall be given to a student expressing a desire to undertake graduate study in philosophy.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, LL.D., Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

The Willard Bostwick Marsh Prize Scholarships were established by Willard Bostwick Marsh, Class of 1912, in memory of former College president Melancthon Woolsey Stryker, Class of 1872. They are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

The Oren Root Prize Scholarships are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.), 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to that senior who shall have stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference will be shown to candidates who entered Hamilton as freshmen with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is to be awarded to a freshman who shall have achieved academic excellence, shall have need for scholarship aid, and who shall have enrolled for at least one course in the Classics Department.

The Sidney Wertimer, Jr. Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., provide prize scholarships for two juniors who have excelled in the study of economics.

Fellowships and Prizes

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education. Fellowships are normally awarded at Commencement.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a Divinity School.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only President of Kirkland College, is to be awarded to the woman graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College to assist her in meeting the expenses of pursuing an advanced degree.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.), 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

The Franklin D. Locke Fellowship has been established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Elihu Root Fellowships, established in 1894 by the Honorable Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Prizes

Most prizes are given for academic achievement, either in general course work, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the college community or personal character. Prizes are awarded in the spring at the Class and Charter Day Convocation and at Commencement.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to that senior who shall have excelled "in philosophy, and particularly in the science of pedagogy."

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to that junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, M.D., Class of 1857, is awarded to that member of the freshman class who has made the best academic record.

The G. Harvey Cameron Memorial Prize, established by family, friends, and former students to honor the memory of G. Harvey Cameron, who taught physics from 1932 to 1972, is awarded to that freshman or sophomore who shows the most promise in experimental physics.

The Clark Prize, established by Aaron Clark, A.M., and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The Nelson Clark Dale, Jr., Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., U.S.M.C.R., Class of 1942, by his parents, and is awarded to that student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College. The awarding committee shall consist of members of the Music Department and a senior to be selected by the Department.

The Darling Prize in American History, established by Charles W. Darling and supplemented by a friend of the College, is awarded to a senior having the most distinguished record in at least four courses in American history.

The Hadley S. DePuy Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made

significant contributions in the area of campus service. Individual awards consist of a plaque, with the student's name inscribed thereon.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one of two years of Latin, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gelas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gelas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership, and athletic ability while at Hamilton.

The Francis W. Gilbert Prize was established as a gift, presented by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. The gift provides a cash award to be presented at a College convocation to that sophomore who, in the opinion of the Dean of the College, has shown the greatest scholastic improvement in the spring term of the freshman year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, is awarded to a senior who excels in the study of history.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. The prize is awarded to that senior who has been admitted to medical school and who, in the

judgment of the Pre-Medical Advisory Committee, has demonstrated excellence in course work in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Wallace Bradley Johnson Prize, established by alumni of the College, in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Thomas McNaughton Johnston, who taught English from 1934 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kirkland Prize, established by Mr. A.R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, D.D., Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, is awarded to a senior who excels in psychology.

The McKinney Debate Prizes, established by Charles McKinney, are awarded to two seniors excelling in extemporaneous debate.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to three students, one in each of the three lower classes, who have been determined the best speakers in competition.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in

character and influence, has best typified the highest ideals of the College." Selected by the Faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of George Lyman Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 through 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Ph.D., Sc.D., Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry. Founded to encourage research in chemistry at the College, the prize consists of a cash award.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to that member of the junior class excelling in geology field work.

The Walter Pilkington Prize, established by an anonymous donor, is awarded to the student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Harold Harper Reed Prize Scholarship was established by Mrs. Reed in memory of her husband, a member of the Class of 1919, and is awarded annually to the sophomore or junior "who best exemplifies those American ideals which made this nation strong."

The Renwick Prize in Biology, founded by Edward A. Renwick, A.M., of Chicago, Illinois, is awarded to a member of the senior or junior class appointed by the Faculty and provides a scholarship for the study of biology during the summer vacation.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to that senior majoring in geology and excelling in the courses in that concentration.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to the senior who excells in psychological research.

The H. Samuel Slater Prize in Romance Languages, established by Milton P. Kayle, Class of 1943 and former Trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a Romance language.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to the senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of the late William Harder Squires, Ph.D., Class of 1888, is awarded annually, with the approval of the Faculty, to that senior who shall have the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, A.M., Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, increased by J. Platt Underwood, Class of 1870, and is awarded to the senior who excels in chemistry.

The Winchell Prize in Greek, established by Walter B. Winchell, M.D., Class of 1880, is awarded annually, with the approval of the Faculty, to the student who, beginning Greek in college, shall have the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, D.D., Class of 1862, is awarded annually to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, D.D., Class of 1862, is awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, D.D., Class of 1862, is awarded annually to the member of the junior class attaining the greatest proficiency in Romance languages while in college.

The Earl H. Wright Prize for Distinction in Advocacy, established in memory of Earl H. Wright by his son, Warren E. Wright, is given to that senior who shows the most promise in spoken forensic argument or who has shown the most improvement in public speaking during the four undergraduate years.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by course work and an essay.

The Lawrence K. Yourtee Prize, established by friends and former students in honor of Lawrence K. Yourtee, who taught chemistry from 1948-82, is awarded to the student who has shown the greatest improvement in General Chemistry in the freshman year.

Writing Prizes

The Academy of American Poets Prize is awarded each year by the Academy of American Poets, based upon the results of competition involving ten selected colleges. This year, Hamilton was among the group.

The Dean Alfange Essay Prizes, established by Dean Alfange, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for Freshmen, established in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the freshman class.

The Head Essay Prize, established by Franklin H. Head, LL.D., Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, D.D., Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations, or literature of the Bible.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore, and freshman who excel in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on Interdisciplinary Studies.

The Kirkland Endowment Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on Women's Studies.

The Pruyn Essay Prize, made possible by a fund set up by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York on August 5, 1863, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens." The terms of the prize, which initially provided for the award of the so-called "Pruyn Medal," were later revised by Mr Pruyn's heirs on October 26, 1933, and a cash prize is now presented instead.

The Soper Essay and Research Prizes, established by Arthur W. Soper, are awarded for the best essay on a topic in economics assigned by the faculty and for the best research paper in economics. The competition is open to all seniors who are taking a second- or third-year course in economics.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction, and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V.A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

Recipients of Fellowships, Prizes, and Prize Scholarships

The following fellowships and prize scholarships were awarded to Hamilton students in 1981-82 as a result of national competition.

Fulbright Fellowship
Charles Edward Whalen

Watson Fellowship
Kenneth Glover Howe

The following prize scholarships, fellowships, and prizes were awarded by Hamilton in 1981-82.

Prize Scholarships

Benjamin Walworth Arnold Prize Scholarships
Senior, Michael Anthony Fabian; *Junior,* Benjamin N. Semple; *Sophomore,* Scott Gwara; *Freshman,* Amy Biancolli

Robert A. Bankert, Jr. Prize Scholarship
Kimberly J. Swank

Frank C. and Marion D. Colridge Prize Scholarship
Vincent D. O'Neill

Curran Prize Scholarship
Joseph John Lopez

Captain Gerald Fitzgerald Dale Senior Prize Scholarship
Martin Joseph O'Malley

Charles A. Dana Prize Scholarships
Chereh Augustine Adomah, Robin Mae Barrett, Karalyn Deluca, Gary Charles Edelman, Elizabeth Iley Evans, Jonathan Knight Ivins, Randi Elyse Lowitt, Lisa Anne Marcy, Susan Mary Muchmore, Lorrie Ann Richardson

Ned Doyle Prize Scholarships
Juniors, Ronald J. Evans, Kimberly J. Swank; *Sophomore,* Robertson R. Howe; *Freshman,* Kevin L. Hayden

Duell German Prize Scholarship
Peter Alan Nelson

Fayerweather Prize Scholarships
First, Eric Steven Minkin; *Second,* Sara Jane Miller; *Third,* Julie Lamson Ross; *Fourth,* Michele Renee Lauria; *Fifth,* Mark Robert Behringer

Dr. Edward R. Fitch Prize Scholarships in Classical Languages
Greek, Suzanne L. Belles; *Latin,* John Pruitt

Randall J. Harris Prize Scholarship in Philosophy
Randolph D. Moss

Edward Huntington Memorial Mathematical Prize Scholarship
Jennifer Colapietro

Willard Bostwick Marsh Prize Scholarships
Seniors, Amy Coventry, Dennis J. Kotlove; *Juniors,* Stephen Hudyncia, Joseph John Lopez

Robert Leet Patterson Prize Scholarships in Philosophy
Juniors, Russell L. Christopher, Jeffrey L. Rabin, Daniel J. Rose, Thomas K. Roth, Amy J. Steinberg, Ruth L. Weiner; *Sophomores,* Randi E. Lowitt, Laura W. Orth

Frank Humphrey Ristine Prize Scholarship
Laura R. Levin

Oren Root Prize Scholarships
Terpsichore Paradellis, Jeffrey Alan Rawlins, Ellen Jane Tourtelot

Vrooman Prize Scholarships
Daniel P. Carpenter, Erica M. Foster

Sidney Wertimer, Jr. Prize Scholarships in Economics
Pamela McCarty, Ian K. Stewart

Fellowships

Manley F. Allbright Fellowship
Barbara Driver

The Root Fellowships in Science
Jennifer Colapietro, David A. Content

The Judge John Wells Fellowships
Elizabeth Anne Dayan, Polly Jane Diven

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy
Robert Ethan Tate

James L. Bennett Prize
Julie Fay Leitman

Emily and Alfred Bohn Prize in Studio Art
Martha Ruth Fry

Harold C. Bohn Prize in Anthropology
Caroline Burgess Hampton, Amy Renee Sonnenfeld

Brockway Prize
Sara Jane Miller

G. Harvey Cameron Memorial Prize
Jonathan D. Miller

Chemistry Achievement Award
Michele Renee Lauria

Clark Prize Oration
Jonathan Farrington Mack

Nelson Clark Dale, Jr. Prize in Music
Martha Jane Denney, Drew Stafford Krause

Darling Prize in American History
Andrew Merrill Greenspan

Hadley S. DePuy Campus Service Awards
Daniel Gerard Clair, Barbara Driver, Gregory Thomas Doyle, Holsea Bernardonzia Franklin, William Edward Katz, James Michael Martin, Mary Russell McLean, Scott Robert Nortz, Robert Worth Oberrender, Daniel Albert Rubin, Robin John Tangerman, Ward A.W. Urban, Matthew Reed Zucker

Gelas Memorial Prize
Kenneth Glover Howe

Francis W. Gilbert Prize
Andrew T. Arnedt

William Gillespie Prize in Art
Daniel Elsworth Wilson

Adam Gordon Campus Service Awards
Daniel S. Connolly, Gregory V. Thomas

Edgar Baldwin Graves Prize in History
Barry Steven Silberzweig

Mary McMaster Hallock Prize in Science
Daniel Albert Rubin

Hamilton College Book Award in Russian
Alan Joseph Cienki

Hawley Prize in Greek
Thomas Day Kent

Hawley Prize in Latin
Elizabeth I. Evans

Holbrook Prize in Biology
Michael Anthony Fabian

Wallace Bradley Johnson Prize
Kellie-Anne McHugh

Thomas McNaughton Johnston Prize in English
Martin Richardson Allen

Kirkland Prize
Daniel Gerard Clair

Kneeland Prize
Michelle Ann Hammer

Paul S. Langa Prize
Mary Catharine Imboden

Jonathan Marder Prize
Lawrence Carmen Calabrese, Lise Susan Rubenfeld

McKinney Prize Speaking Contest
Junior, Brooks R. Magratten; *Sophomore,* Julie A. North; *Freshman,* Daniel F. Egan

James Soper Merrill Prize
Mary Russell McLean

J. Barney Moore Prize
Melanie Ann Pressman, C. Francesca Richardson

George Lyman Nesbitt Prizes
Valedictorian, Christopher Allen Goekjian; *Salutatorian,* Jennifer Colapietro

Payne Hills Prize
Van Stuart Mount

Walter Pilkington Prize
Peter Ralph Cameron

Putnam Prize in American History
Carl Robert Nasto

Harold Harper Reed Prize
Carolyn Wolf

Rogers Prize in Geology
Van Stuart Mount, Kyle Meredith Phillips III, Alan Holt Silliman

B.F. Skinner Prize
Martin Joseph O'Malley

Soper Research Prize
Philip George Paras, Edmund Frederick Taylor

Southworth Prize in Physics
David Robert Macauley

Squires Prize in Philosophy
Kenneth L. Harris, Robert J. Harris

Tompkins Prize in Mathematics
Elizabeth A. Clayton, Shu K. So

Winslow Prize in Greek
Kelley Elizabeth Harwood

Winslow Prize in Romance Languages
Benjamin M. Semple, Yolanda Vandekrol

Earl H. Wright Prize for Distinction in Advocacy
John Joseph Kelley III

Wyld Prize in German
Peter Alan Nelson

Writing Prizes

Academy of American Poets Prize
Donna L. Fulkerson

Adam Gordon Poetry Prize for Freshmen
Teresa Noelle Roberts

Kirkland Endowment Essay Prize in Women's Studies
Teresa Noelle Roberts

Soper Essay Prize
Leigh Richard Goehring

George A. Watrous Literary Prizes
Donna L. Fulkerson, Katharine J. Ottaway

John V.A. Weaver Prize in Poetry
Frederick Brian Rosner

Federal and State Scholarships

Federal Awards

All federal assistance programs were under review at the time of publication. The statements below were accurate as of July, 1982, but subsequent legislation may have altered any of the programs. Please contact the Financial Aid Office if you have any questions.

Pell Grants

The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts to help establish the program. Grants for full-time study currently range between $126 and $1,674. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Director of Financial Aid based on a valid Student Aid Report (SAR). Candidates may receive an SAR after filing an application for federal student aid or other approved document such as the Financial Aid Form (FAF) of the College Scholarship Service or Family Financial Statement (FFS) of the American College Testing Program. The SAR reflects student eligibility based on a formula developed by the United States Department of Education and approved by the United States Congress.

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds to the Pell Grant or other federal aid programs or be in default on repayment of any student loan.

Supplemental Educational Opportunity Grants (SEOG)

Supplemental Grants range between $200 and $2,000 annually and are awarded to students who demonstrate need. The College's annual federal allocation of SEOG funds is adequate to make only about fifty awards. Candidates who demonstrate need continue to be eligible for SEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

National Direct Student Loans (NDSL)

All candidates who apply for assistance are considered for NDSL. The number of NDSLs awarded annually may vary, depending upon repayments received by Hamilton as well as federal appropriations. Aggregate maximum NDSL debt is $3,000 during the first two years of study and $6,000 through completion of the baccalaureate degree.

The current interest rate on Direct Loans is 4% on the unpaid balance. Repayment normally begins after graduation. Deferments are possible for several reasons, including military service and work in the Peace Corps or VISTA.

Guaranteed Student Loan Program

Loans of up to $2,500 per year are available for study at Hamilton. Maximum indebtedness for undergraduate study is $12,500. Guaranteed Student Loans currently carry a 9% interest rate and are available only to United States citizens or permanent resident aliens.

The amount actually borrowed through the GSL Program, when added to other financial aid, cannot exceed the cost of education. Applicants from families whose income is $30,000 or less are automatically eligible to borrow. Applicants from families whose income is between $30,000 and $75,000 must demonstrate need on the basis of income. Both income and assets must be evaluated when determining need for those applicants whose family income exceeds $75,000. A 5% origination fee is deducted from all loans at the time of disbursement.

Repayment of the loan begins six months after the student has left school, though it can be deferred for several reasons. The following regulations apply to repayments: (1) Depending on the amount of the loan, the minimum monthly payment will be $50 plus interest. Under certain circumstances, the lender, on request, may permit reduced payments; (2) The maximum repayment period is ten years; (3) The maximum period of a loan from date of the original note may not exceed fifteen years, excluding authorized deferment of payments; and (4) Repayment in whole or part may be made at any time without penalty.

All undergraduate borrowers currently receive federal interest subsidies while they are in college. It is expected that in the near future, however, interest benefits may be modified in some manner to reflect reductions in federal spending.

Applications for Guaranteed Student Loans are available from participating banks, savings and loan associations, credit unions, and other approved lenders.

College Work-Study Program (CWSP)

For students in financial need, Hamilton arranges jobs on-campus, or off-campus with public or private non-profit agencies such as hospitals. Application is made through the Financial Aid Office. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress, and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

Social Security Payments to Children of Deceased or Disabled Parents

Students between 18 and 22 years of age who have a deceased, disabled, or retired parent who worked long enough to qualify for Social Security may be entitled to aid. Application may be made at any Social Security Office. The amount of such benefits may be affected by a student's earnings from employment. Benefits for college study are available only to those who were recipients prior to September, 1981, and enrolled full-time prior to May, 1982.

United States Bureau of Indian Affairs Aid to Native Americans

Students who are one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits

Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities, are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months.

Children, spouses, and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP), Regents College Scholarships, or Regents Awards for Children of Deceased or Disabled Veterans requires the following minimal levels of academic progress:*

> Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the freshman year, and by

*Legislation passed in July, 1981, subjects only those candidates who received any of the above awards for the first time during the 1981-82 year, to these regulations.

the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the Registrar or the Director of Financial Aid.

Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family net taxable income (income after deductions). Net taxable income (NTB) may be adjusted for additional family members enrolled in college full time, for child support received from a non-custodial parent, or for tax-free income received from tax-exempt securities.

The maximum net taxable income for TAP eligibility during the 1982-83 academic year is $25,000. Awards will range from a minimum of $250 to $2,200 per year, depending on NTB. Maximum awards are reduced $200 annually after a candidate has received payment for four semesters of study.

Applications for TAP must be filed annually with the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, New York 12255. The application deadline for the 1982-83 academic year is March 31, 1983.

Regents College Scholarships

The application procedure for Regents College Scholarship holders is identical to that for TAP. Income, however, plays no part in the award of a Regents Scholarship. Rather, the basis of the award, which is $250 per year, is a student's performance on the Scholastic Achievement Test

(SAT) or the American College Testing Program Assessment examination. These examinations may be taken more than once, with the highest score used as the basis for the award.

18,853 Regents Scholarships are allocated by county. Additional scholarships are allocated to ensure that each approved high school has at least one scholarship for every forty graduates of the previous year.

Regents Awards for Children of Deceased or Disabled Veterans

An award of $450 per year is available to students who are the children of veterans who have died, have a current disability of 50% or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917-November 11, 1918; December 7, 1941-December 31, 1946; June 25, 1950-July 27, 1953; or October 1, 1961-March 29, 1973. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans

Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. More information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, New York 12234.

Higher Education Opportunity Program (HEOP)

HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

The Buckley Law

Pursuant to the Family Educational Rights and Privacy Act (Buckley Law), this will constitute official notice of the following information:

1. Official files containing material directly related to students are maintained in three locations on the campus:
   a. The Dean's Office file contains admission material, copies of correspondence with you, and a copy of your transcript. These files are maintained by the Dean of the College, the Associate Dean of the College, and the Dean of Student Affairs.
   b. The Registrar's Office file contains your official academic record and copies of correspondence. This file is the responsibility of the Registrar.
   c. If you have asked that one be assembled, the Career Center has a file of information to be sent to prospective employers. The Director of the Career Center has charge of these files.

2. The act stipulates that the following may have access to your files *without* your permission:
   a. Senior staff members and faculty who have a "legitimate educational interest" in your records. The criteria to be used in determining "legitimate educational interest" is that access to your records would further the educational function of the institution (advising, preparing recommendations, assessing progress toward the degree, validating financial aid, and so on).
   b. Certain federal and state officials (e.g., the Comptroller General, Secretary of Health, Education and Welfare, etc.). The FBI, CIA, etc., are *not* included on this list.
   c. Organizations conducting studies for educational agencies for the purpose of validating predictive tests, etc.
   d. Accrediting agencies carrying out their functions.
   e. Officials acting pursuant to judicial orders.
   f. Your parents, if they claim you as a dependent for income tax purposes.
   g. Appropriate parties in case of a health or safety emergency.

3. Persons other than those enumerated in Section 2 above wishing access to your records must have your *written consent*. This must be in the form of a letter, signed and dated by you, specifying the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure can be made. A record will be kept of all such disclosures including the names of all parties who have requested or obtained personally identifiable information from

your records, and the legitimate interest these parties had in requesting or obtaining such information. This record will be part of your file and may be inspected by you at any time.

4. Official records are kept by the College as long as there is a reasonable need for them. After that point they are destroyed. The Registrar's record of your academic performance is kept permanently.

5. Under the act, it is your right to inspect your official files as listed in Section 1 above at any time. To do so, you must make a written request to the appropriate office. This request will be honored no less than 45 days after it is made. You may review all *nonconfidential* material, and any *confidential* material placed in the file after January 1, 1975 (unless you have waived the right—see below). You have the right to have any portion of your record explained to you by the person having responsibility for these records. You may also make a copy of any portion of your file. The charge for copies will be ten cents per page.

   Students can, according to the act, waive their right to see confidential letters of recommendation written for graduate or professional school, transfer, etc., and recommendations for employment placed in their Career Center file. This can be done by completing a form available from the faculty or staff member whom you ask to write for you or, in the case of the Career Center, by completing the waiver statement printed on the "Confidential Recommendation Form" provided by the Center. Doing so will not prevent the recommender from sharing the contents of a letter with you if he or she chooses, nor does signing the waiver limit your access to other material in your file. You may not be denied a letter of recommendation on the sole ground that you have not signed the waiver.

6. If you believe the information contained in your records is inaccurate or misleading or violates your privacy, you may request that the institution amend this information. The institution will then decide, within a reasonable period of time, whether or not to amend your records. If the institution decides to refuse your request, you will be informed that you have the right to request a hearing. A hearing will be held within a reasonable period of time following a written request to the Dean of the College. The Dean will appoint a faculty or senior staff member who has no direct interest in the outcome of the proceeding to hear the case. Students will receive advance notice of

the time, date, and place of the hearing. They will be afforded a full and fair opportunity to present evidence on their behalf and may be represented by individuals of their own choice, including an attorney. A decision shall be rendered in writing within a reasonable period of time after the conclusion of the hearing and will include a summary of the evidence and the reasons for the decision.

If the hearing officer decides that the complaint is a valid one, the institution will amend the information in question and so notify the student. If the hearing officer decides the complaint is invalid, the student has the right to place in the record a statement setting forth reasons for disagreeing with the decision.

Complaints regarding violations of the act may be filed by writing the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, DC 20201. The act provides for a Review Board to handle such complaints, and for penalties in case of noncompliance.

7. The act permits the College to release certain "directory information." This information will not be released to salesmen, subscription sellers, etc., but will be used in news releases from the College, athletic programs, etc. The following has been designated as "directory information": the student's name, address, and telephone listing, date and place of birth, major, participation in officially recognized activities and sports (from the Activities Questionnaire completed by each student), weight and height of athletic team members, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

   If you do *not* wish any or all of this information released without your prior consent, please notify the Dean of Student Affairs in writing before October 1. In the absence of a negative response, the College will release this information when appropriate.

8. Note that as long as you are a dependent of your parents (as defined by the Internal Revenue Service), they have the same rights as you do under the act. That is, they can inspect your records, ask for copies, request amendments to be made, request hearings, etc.

9. Copies of these Rights and Procedures may be obtained from the Dean of Student Affairs, Hamilton College, Clinton, New York 13323.

The Board of Trustees

William M. Bristol III, *Chairman*
James T. Rhind, *Vice Chairman*
Gilman S. Burke, *Clerk*

Trustees Emeriti

	Elected	Term Expires
Edgar W. Couper, LL.D., *Johnson City, NY*	1937	Life
Clancy D. Connell, LL.D., *Westfield, NJ*	1944	Life
William C. Bolenius, A.B., *Cutchogue, NY*	1945	Life
Howard M. Bingham, B.S., *Asheville, NC*	1952	Life
William M. Bristol, LL.D., *Princeton, NJ*	1959	Life
Fred L. Palmer, A.B., *Summit, NJ*	1961	Life
Willis V. Daugherty, LL.D., *Clinton, NY*	1962	Life
John H. Niemeyer, A.B., *New York, NY*	1964	Life
Ned Doyle, LL.B., *New York, NY*	1966	Life
Marjorie R. McEwen, Ph.D., *Clinton, NY*	1978	Life

Chairman Emeritus

Coleman Burke, LL.B., *Short Hills, NJ*	1956	Life

Honorary Trustee

Walter Beinecke, Jr., LL.D., *Williamstown, MA*	1979	Life

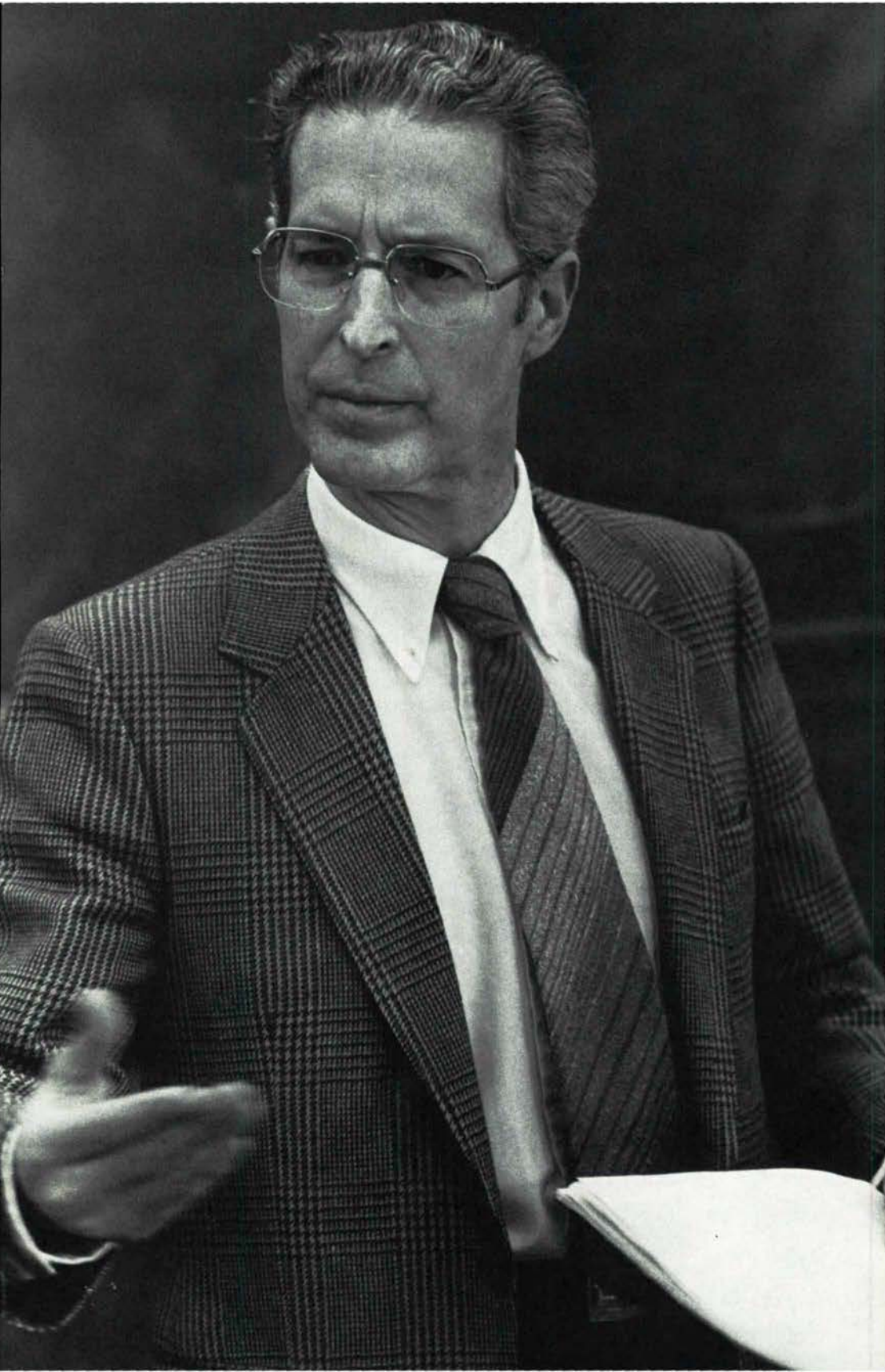
Charter Trustees

William M. Bristol III, A.B., *Newtown, PA*	1965	1985
Ralph E. Hansmann, M.B.A., *Ridgewood, NJ*	1969	1983
Sol M. Linowitz, LL.B., *Washington, DC* (Alumni Trustee 1964-70)	1970	1983
Richard W. Couper, LL.D., *Princeton, NJ* (Alumni Trustee 1959-65) (Charter Trustee 1967-69)	1971	1984
George R. Cogar, *Frankfort, NY*	1971	1987

Edward Gelsthorpe, B.S., *Hingham, MA* (Alumni Trustee 1966-72)	1972	1986
James L. Ferguson, M.B.A., *Wilton, CT*	1973	1988
Hugh R. Jones, J.D., *New Hartford, NY*	1973	1985
J. Carter Bacot, LL.B., *Montclair, NJ*	1974	1984
J. Martin Carovano, Ph.D., *Clinton, NY*	1974	
Robert G. Howard, A.B., *Rye, NY*	1975	1983
James T. Rhind, LL.B., *Glenview, IL*	1975	1988
John E. Tobin, LL.B., *Ho-Ho-Kus, NJ*	1978	1985
Eugenie A. Havemeyer, Ph.D., *New York, NY*	1978	1986
Patricia T. Marshall, A.B., *New York, NY*	1978	1987
Elizabeth J. McCormack, A.B., *New York, NY*	1978	1984
Francis H. Musselman, J.D., *Hammond, NY*	1978	1984
Donald R. Osborn, LL.B., *Scarsdale, NY*	1978	1988
Jean B. Wenigmann, A.B., *Dublin, NH*	1978	1983
Gerald V. Dirvin, A.B., *Cincinnati, OH*	1979	1987
Silas Keehn, M.B.A., *Chicago, IL*	1979	1987
William D. Love, Jr., A.B., *Carmel, CA*	1980	1986
Patricia Bakwin Selch, A.B., M.S., *New York, NY*	1980	1985
David E. Harden, A.B., *McConnellsville, NY* (Alumni Trustee 1977-81)	1981	1986

Alumni Trustees

Edson E. Beckwith, A.B., *Dallas, TX*	1979	1983
Jack B. Riffle, A.B., *Clinton, NY*	1979	1983
Charles O. Svenson, LL.M., *New York, NY*	1979	1983
Mary R. Finnell, A.B., *New York, NY*	1980	1984
Francis A. O'Brien, LL.B., *McLean, VA*	1980	1984
Hans H. Schambach, A.B., *Scarsdale, NY*	1980	1984
Tyrone Brown, LL.B., *Washington, DC*	1981	1985
Gilman S. Burke, LL.B., *New York, NY*	1981	1985
James D. Ryan, M.B.A., *Rochester, NY*	1981	1985
Milton F. Fillius, Jr., J.D., *Covina, CA*	1982	1986
Jane W. Irwin, A.B., *New York, NY*	1982	1986
Victor S. Johnson III, J.D., *Nashville, TN*	1982	1986



The Faculty

Emeriti

James Alvin Adkins
Associate Professor of Mathematics; B.S., United States Naval Academy; M.S., Purdue University

Sidney Bachley Bennett
Secretary of Admission; A.B., Hamilton College

Robert Marcellus Browning
Professor of German; A.B., William Jewell College; A.M. and Ph.D., Princeton University

Robert Rose Carson
Associate Professor of Speech; B.S., Hamilton College; A.M., Hobart College

Earl Wendell Count
Professor of Anthropology; A.B., Williams College; B.D., Garrett Biblical Institute; Ph.D., University of California at Berkeley

David Maldwyn Ellis
Publius Virgilius Rogers Emeritus Professor of American History; A.B., Hamilton College; A.M. and Ph.D., Cornell University

John Sake Gambs
Professor of Economics; A.B. and A.M., George Washington University; Ph.D., Columbia University

Nicolas John Gerold
Professor of Biology; A.B. and M.S., Brown University; Ph.D., Cornell University

Charles Augustus Godcharles
Professor of Psychology; A.B., Bucknell University; A.M. and Ph.D., Duke University

Edgar Baldwin Graves
Professor of History; A.B., Haverford College; A.M. and Ph.D., Harvard University; LL.D., Haverford College; L.H.D., Hamilton College

Franklin Grant Hamlin
Professor of French; A.B., Bowdoin College; A.M. and D.M.L., Middlebury College; Diplôme de l'Ecole Superieure des Professeurs de Francais á l'Etranger, Université de Paris

David Hawley
Professor of Geology; B.S., University of Vermont; M.S., Cornell University; Ph.D., Columbia University

James Franklin Hunt
Professor of Education; B.S., University of Pennsylvania; M.S., Massachusetts State College; Ph.D., Yale University

Thomas McNaughton Johnston
Professor of English; B.S., Washington and Jefferson College; A.M., Tulane University; Ph.D., Duke University

Donald Maxstadt Jones
Professor of Physical Education; B.S. and A.M., Rutgers University

Otto Karl Liedke
Professor of German; Berlin Oberrealschule; A.M. and Ph.D., Cornell University

John Robert Mattingly
Professor of Latin; A.B., University of Chicago; Ph.D., Yale University

Colin Finnie Miller
Professor of Religion; A.M. and B.D., Glasgow University; D.D., Susquehanna University

George Lyman Nesbitt
Professor of English; A.B., Hamilton College; A.M. and Ph.D., Columbia University

C. Stanley Ogilvy
Professor of Mathematics; A.B., Williams College; A.M., Columbia University; Ph.D., Syracuse University

Paul Parker
Professor of Art; A.B., University of Illinois; A.M., University of Chicago

James Penney
Professor of Art; B.F.A., University of Kansas

Walter Pilkington
Librarian; A.B., Brown University; A.M., University of Chicago

Comfort Cary Richardson
Assistant Professor of Physical Education; Associate Director of

Landon Gale Rockwell
Professor of Government; A.B., Dartmouth College; A.M. and Ph.D., Princeton University

Philip Virgilius Rogers
Professor of Biology; A.B. and A.M., Hamilton College; Ph.D., Yale University

José Bernardo Tato
Associate Professor of Spanish; A.B. and B.S., Camaguey Institute; LL.D., University of Havana; A.M. and Ph.D., Rutgers University

Charles Lafayette Todd
Professor of Speech; B.S., Hamilton College; A.M., Columbia University

Mox Arthur Weber
Professor of Physical Education; A.B., Oberlin College; A.M., Columbia University

Lawrence Karn Yourtee
Professor of Chemistry; B.S., Washington College; M.S., Georgia Institute of Technology; Ph.D., University of Texas

Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the Faculty. The letters **F, W**, and **S** following a name indicate terms of leave or off-campus teaching. The lower-case letters, f, w, and s indicate the terms during which visiting faculty members will teach at the College. (The active Faculty includes 41 Professors, 34 Associate Professors, 60 Assistant Professors, and 17 Instructors.)

John Timothy Anderson (1967)
Samuel F. Pratt Associate Professor of Mathematics; A.B., Hamilton College; Ph.D., Duke University

Frank Michael Anechiarico (1976) **F**
Assistant Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Indiana University

George Wilbon Bahlke (1969)
Professor of English; A.B., University of Chicago; A.B., Swarthmore College; A.M., University of Chicago; Ph.D., Yale University

Edwin Blois Barrett, Jr. (1950)
Hamilton Alumni Memorial Professor of English and Drama; A.B., Macalester College; A.M., University of Minnesota; Ph.D., Columbia University

Marjory Baruch (1981)
Assistant Professor of Mathematics; A.B., University of Chicago; A.M. and Ph.D., University of Pennsylvania

Gregory Joseph Batt (1948)
Professor of Physical Education; A.B., Colgate University

Richard E. Bedient (1979)
Assistant Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Ursula E. Beitter (1981)
Assistant Professor of German; A.B., Brooklyn College; A.M. and Ph.D., New York University

Wayne Harrell Bell (1979) **FWS**
Assistant Professor of Biology; B.S., University of Miami; A.M. and Ph.D., Harvard University

Carol Ann Bellini-Sharp (1973)
Associate Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Russell Thorn Blackwood III (1957)
John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Stephen Bonta (1961)
Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

James Bradfield (1976)
Associate Professor of Economics; A.B., A.M., and Ph.D., University of Rochester

Austin Eugene Briggs, Jr. (1957)
Professor of English; A.B., Harvard University; A.M. and Ph.D., Columbia University

David Owen Butcher (1978)
Assistant Professor of Philosophy; A.B., University of California at Los Angeles; A.M. and Ph.D., Stanford University

Rand Carter (1970)
Associate Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Daniel F. Chambliss (1981)
Assistant Professor of Sociology; A.B., New College; A.M., M.Phil., and Ph.D., Yale University

A. Duncan Chiquoine (1966)
Stephen Harper Kirner Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

Patricia Francis Cholakian (1964)
Visiting Assistant Professor of French; A.B., Bates College; A.M., Middlebury College; Doctorat D'Universite de Paris

Rouben Charles Cholakian (1963)
Professor of Romance Languages; A.B., Bates College; A.M. and Ph.D., Columbia University

Thomas Colby (1959) **FWS**
Munson Professor of the German Language and Literature; A.B., Hamilton College; A.M. and Ph.D., Princeton Univerisity

Leland Earl Cratty, Jr. (1958) **FWS**
Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University

Robert M. Croskey (1982)
Visiting Assistant Professor of History; A.B., A.M., and Ph.D., University of Washington

James S.A. Cunningham (1968)
Edward North Professor of Classics; A.M. and B.D., University of Glasgow; B.Litt., University of Oxford; A.M. and Ph.D., Princeton University

Françoise Davis (1961)
Visiting Instructor in French; Baccalauréat ès Lettres, Bordeaux; Licence ès Lettres, Bordeaux

James Bolton Davis (1958)
Burgess Professor of Romance Languages; A.B., Williams College; A.M., Middlebury College; Ph.D., University of Pennsylvania

Jean Constance D'Costa (1980)
Associate Professor of English; A.B., University College of the West Indies; M.Litt., University of Oxford

Donald John Denney (1957)
Childs Professor of Chemistry; B.S., University of Pennsylvania; Ph.D., Brown University

Jeffrey Craig Eaton (1978)
Assistant Professor of Religion and College Chaplain; A.B., Rutgers University; M.Div. and Ph.D., Princeton Theological Seminary

Theodore J. Eismeier (1978) **F**
Assistant Professor of Government and Director, Term in Washington; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

John Francis Ellis (1959)
Professor of Biology; A.B. and A.M., Amherst College; Ph.D., University of Edinburgh

Melvin Becker Endy, Jr. (1966) **FWS**
Professor of Religion; A.B., Princeton University; B.D., Yale University Divinity School; A.M. and Ph.D., Yale University

Sheila Marie Fisher (1982)
Assistant Professor of English; A.B., Smith College; A.M., M.Phil., and Ph.D., Yale University

David A. Gapp (1979) **WS**
Assistant Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

Margaret Gentry (1982)
Assistant Professor of Psychology; A.B., Duke University; Ph.D., Washington University

Amy Herstein Gervasio (1982)
Assistant Professor of Psychology; A.B., University of California at Santa Cruz; A.M. and Ph.D., The Ohio State University

George Albert Gescheider (1964)
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Dennis L. Gilbert (1975)
Associate Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University

David J. Gray (1969)
Professor of Sociology; A.B., A.M., and Ph.D., The Pennsylvania State University

Vickie Scott Grove (1980) **FWS**
Instructor in Comparative Literature; A.B., Dartmouth College

Royal Grueneich (1979)
Assistant Professor of Psychology; A.B., Concordia College; Ph.D., University of Minnesota

Dhia Afram Habboush (1982)
Visiting Assistant Professor of Chemistry; B.S., University of Baghdad; Ph.D., University of Southampton

Janet Elizabeth Halley (1980)
Assistant Professor of English; A.B., Princeton University; Ph.D., University of California at Los Angeles

Douglas James Herrmann (1973) **FWS**
Associate Professor of Psychology; B.S., U.S. Naval Academy; M.S. and Ph.D., University of Delaware

Stuart H. Hirshfield (1982)
Assistant Professor of Mathematics; B.S., University of Michigan; M.S. and Ph.D., Syracuse University

Mary Paula Hunter (1981)
Assistant Professor of Dance; A.B. and M.F.A., University of Michigan

Christopher T. Irvin (1981)
Assistant Professor of Economics; A.B., Wesleyan University; A.M. and Ph.D., University of Michigan

Derek Charles Jones (1972)
Associate Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University

Grant D. Jones (1968) **FWS**
Professor of Anthropology; A.B., Florida State University; A.M. and Ph.D., Brandeis University

Joseph B. Kacevich (1978)
Assistant Professor of Physical Education; B.S., Springfield College; M.S., The Pennsylvania State University

Esther Sue Kanipe (1976)
Associate Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Hamid S. Kasmai (1982)
Assistant Professor of Chemistry; B.S., Teacher's College, Tehran; Ph.D., University of Wisconsin

Robert Raymond Kautz (1974)
Assistant Professor of Anthropology; A.B. and Ph.D., University of California at Davis

Alfred H. Kelly (1981)
Assistant Professor of History; A.B., University of Chicago; A.M. and Ph.D., University of Wisconsin at Madison

Timothy J. Kelly (1982)
Visiting Instructor in Mathematics; A.B., University of Scranton; A.M., Stanford University; M.S., University of New Hampshire

Roset Khosropour (1982)
Assistant Professor of Physics; B.S., Howard University; M.S. and Ph.D., University of California at Los Angeles

Robin Bryan Kinnel (1966)
Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Larry Edward Knop (1977) **FWS**
Associate Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah

Geraldine S. Knortz (1982)
Assistant Professor of Physical Education and Assistant Director of Athletics/Clubs and Women's Athletics; B.S., State University of New York at Cortland; M.S., Northern Illinois University

G. Roberts Kolb (1981)
Assistant Professor of Music; A.B., Occidental College; A.M., California State University

Roberta Lyles Krueger (1980)
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David W. Larson (1982)
Instructor in Geology; B.S., University of Illinois; M.S., University of Wisconsin

Edwin Borden Lee, Jr. (1958)
Marjorie and Robert W. McEwen Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University

Ralph E. Lieberman (1971)
Assistant Professor of Art; A.B., Brandeis University; A.M. and Ph.D., New York University

Steven Liebman (1971) **F**
Associate Professor of Art; A.B., Brooklyn College; M.F.A., Rhode Island School of Design

Harris Nelson Lindenfeld (1976)
Assistant Professor of Music; A.B. and A.M., University of Virginia; D.M.A., Cornell University

Dwight Newton Lindley (1952)
Hamilton B. Tompkins Professor of English Literature; A.B., Hamilton College; A.M. and Ph.D., Columbia University

Sondra Lomax (1980)
Assistant Professor of Dance; B.F.A., Texas Christian University; M.F.A., York University

Eugene Milton Long (1953)
Professor of Physical Education and Director of Intramural Athletics; B.S. and M.S., State University of New York at Cortland

Janet Huber Lowry (1975)
Assistant Professor of Sociology; A.B., Hanover College; A.M. and Ph.D., University of North Carolina at Chapel Hill

Anne L. Ludington (1975)
Associate Professor of Mathematics; B.S., Wheaton College; M.S. and Ph.D., Michigan State University

Hy Van Luong (1981)
Visiting Instructor in Anthropology; A.B., University of California at Berkeley; M.A., Harvard University

Frederick Wellington MacDonald, Jr. (1966)
Associate Professor of Physical Education; B.S. and M.S., Springfield College

Joseph T. Malloy (1982)
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Peter Torrey Marcy (1968)
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Mary Margolies (1982)
Assistant Professor of Classics; A.B., Mt. Holyoke College; A.M., University of Chicago; Ph.D., University of Colorado

Ivan Marki (1965)
Margaret Bundy Scott Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

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Irene McKinney (1982)
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Lawrence Robert McManus (1960)
Professor of Biology; B.S., M.Ed., and Ph.D., Cornell University

Jeremy Tyler Medina (1968)
Professor of Spanish and Director, Academic Year in Spain; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

Kenneth W. Michelsen (1982)
Instructor in Physical Education; B.S., Upper Iowa University

David Richard Millar (1963)
Professor of History; A.B. and A.M., George Washington University; Ph.D., Cornell University

Sue Ann Miller (1975)
Associate Professor of Biology; A.B., A.M., and Ph.D., University of Colorado

Peter J. Millet (1968)
Litchfield Professor of Physics, Associate Dean of the College, and Associate Dean of Students; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University

Phyllis Sutton Morris (1969)
Associate Professor of Philosophy; A.B., University of California at Berkeley; A.M., Colorado College; Ph.D., University of Michigan

J. Diane Mowrey (1981)
Assistant Professor of English; A.B., Mary Washington College of the University of Virginia; A.M. and Ph.D., Duke University

Robert Bruce Muirhead III (1972) **WS**
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Thomas Edward Murphy (1970)
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Edgar Paiewonsky-Conde (1979)
Assistant Professor of Spanish; A.B., A.M., and Ph.D., New York University

Robert C. Palusky (1969)
Associate Professor of Art; B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology, School for American Craftsmen

Robert L. Paquette (1981)
Instructor in History; A.B. and A.M., Bowling Green University

David C. Paris (1979) **S**
Associate Professor of Government and Director, Term in Washington; A.B., Hamilton College; A.M. and Ph.D., Syracuse University

A.B. Paulson (1981)
Assistant Professor of English; A.B. and A.M., University of Chicago; Ph.D., State University of New York at Buffalo

Philip M. Pearle (1969)
Professor of Physics; B.S., M.S., and Ph.D., Massachusetts Institute of Technology

Samuel Frank Pellman (1979)
Assistant Professor of Music; B.Mus., Miami University; A.M. and D.M.A., Cornell University

Jeffrey Lawrence Pliskin (1982)
Instructor in Economics; A.B., State University of New York at Binghamton; A.M., University of Michigan

Deborah Frances Pokinski (1978)
Assistant Professor of Art; A.B., Randolph-Macon Women's College; A.M. and Ph.D., Cornell University

Donald Brandreth Potter (1954)
Stone Professor of Geology; A.B., Williams College; A.M., Brown University; Ph.D., California Institute of Technology

Elizabeth Faye Potter (1976)
Associate Professor of Philosophy; A.B., Agnes Scott College; A.M. and Ph.D., Rice University

Gail O'Day Preston (1982)
Instructor in Religion; A.B., Brown University; M.T.S., Harvard Divinity School

Frank Edwin Price (1975)
Assistant Professor of Biology; A.B., Hamilton College; Ph.D., University of Colorado

Eugene Charles Putala (1968)
Professor of Biology; B.S. and M.S., University of Massachusetts; Ph.D., University of California at Berkeley

Nancy Sorkin Rabinowitz (1974)
Associate Professor of Comparative Literature; A.B., City College of the University of New York; Ph.D., University of Chicago

Peter Jacob Rabinowitz (1974)
Associate Professor of Comparative Literature; A.B., A.M., and Ph.D., University of Chicago

Bennett Haile Ramsey (1982)
Visiting Instructor in Religion; A.B., Hamilton College; M.Div., Union Theological Seminary

Michael Ranis (1980)
Visiting Instructor in Government; A.B., Tel Aviv University; A.M., University of Chicago

Douglas A. Raybeck (1970)
Associate Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

Sarah Raymond (1982)
Visiting Assistant Professor of Art; A.B., Allegheny College; M.F.A., Yale University

C. Duncan Rice (1979)
Professor of History and Dean of the College; A.M., University of Aberdeen; Ph.D., University of Edinburgh

Daniel J. Richards (1980)
Assistant Professor of Economics; A.B., Oberlin College; A.M., M.Phil., and Ph.D., Yale University

Channing Bulfinch Richardson (1952)
Henry P. Bristol Professor of International Affairs; A.B., Amherst College; Ph.D., Columbia University

Elizabeth Muir Ring (1968)
Assistant Professor of Philosophy; A.B. and A.M., University of Manitoba; Ph.D., Brown University

James Walter Ring (1957)
Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester

Lourdes Rojas (1979)
Visiting Instructor in Romance Languages; A.B., University of California at San Diego; A.M., State University of New York at Stony Brook

Irma Rosenfeld (1981)
Visiting Instructor in English; A.B., Queens College; A.M., University of Rochester

William Rosenfeld (1969) **WS**
Professor of English; A.B., Utica College; A.M. and Ph.D., University of Minnesota

Henry Leo Roubicek (1982)
Visiting Instructor in Speech; A.B., The Ohio State University; A.M., Purdue University

Carol S. Rupprecht (1974)
Associate Professor of Comparative Literature; B.S., University of Virginia; A.M., M.Phil, and Ph.D., Yale University

Joseph S. Rusnock (1979)
Assistant Professor of Theatre; A.B., The Pennsylvania State University; M.F.A., University of Minnesota

Henry John Rutz (1976)
Associate Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University

William Salzillo (1973)
Associate Professor of Art and Director of the Fred L. Emerson Gallery; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Art

Arthur Sanders (1982)
Visiting Instructor in Government; A.B., Franklin and Marshall College

Janice A. Savitz (1980)
Assistant Professor of Physical Education; B.S., State University College at Brockport; M.S., Ithaca College

Michael John Schramm (1982)
Assistant Professor of Mathematics; B.S., Georgia Institute of Technology; M.S. and Ph.D., Syracuse University

Lisa L. Schroeder (1982)
Visiting Assistant Professor of Biology; A.B., State University of New York at Oswego; M.S. and Ph.D., The Ohio State University

Stanley E. Seltzer (1981)
Assistant Professor of Mathematics; A.B., Carleton College; Ph.D., University of Iowa

Donald A. Shepard (1981)
Visiting Instructor in Economics; B.S., University of Lowell; A.M., Syracuse University

Robert L. Simon (1968)
William R. Kenan Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania

Richard Francis Somer (1977)
Associate Professor of Speech; A.B., University of Illinois; A.M., Southern Illinois University; Ph.D., University of Illinois

Susan L. Spencer (1975)
Assistant Professor of Physical Education; A.B. and M.S., Syracuse University

Stephen P. Stetson (1982)
Assistant Professor of Physical Education; A.B., Dartmouth College

Catherine Ingram Stone (1981)
Visiting Instructor in Government; A.B., Briarcliff College; A.M., New York University

Nathaniel Cushing Strout (1980)
Assistant Professor of English; A.B., Carleton College; A.M. and Ph.D., University of Rochester

Orest Subtelny (1975) **FWS**
Associate Professor of History; A.B., Temple University; A.M., University of North Carolina at Chapel Hill; Ph.D., Harvard University

Richard Peter Suttmeier (1970)
James S. Sherman Associate Professor of Government; A.B., Dartmouth College; Ph.D., Indiana University

Barbara J. Tewksbury (1978)
Assistant Professor of Geology; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Eugene M. Tobin (1980)
Assistant Professor of History; A.B., Rutgers University; A.M. and Ph.D., Brandeis University

Jonathan Vaughan (1971)
Associate Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Manfred E. von Schiller (1959)
Associate Professor of Physical Education; B.S., State University of New York at Brockport; A.M., St. Lawrence University

Frederick Reese Wagner (1969)
Leavenworth Professor of English; A.B., A.M., and Ph.D., Duke University

Sydna Stern Weiss (1974)
Associate Professor of German; A.B., Vassar College; A.M., Middlebury College; A.M. and Ph.D., Princeton University

Douglas Alexander Weldon (1977)
Assistant Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

Richard William Werner (1975)
Associate Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester

Sidney Wertimer, Jr. (1952) **S**
Professor of Economics and College Marshal; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

James Robert White (1982)
Assistant Professor of Economics; A.B., University of California at Berkeley; A.M., M.Phil., and Ph.D., Columbia University

Jay Gomer Williams (1960) **S**
Walcott-Bartlett Professor of Ethics and Christian Evidences; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Warren Earl Wright (1960)
Upson Professor of Rhetoric and Oratory; A.B. and A.M., Emerson College; Ph.D., University of Illinois

David N. Young (1969)
Associate Professor of Russian; A.B., Princeton University; A.M. and Ph.D., Columbia University

Steven G. Zecker (1980)
Visiting Assistant Professor of Psychology; A.B., University of Michigan; A.M. and Ph.D., Wayne State University

Special Appointments

Stephen Best
Lecturer in Music (Organ and Piano); A.B. and M.Mus., Syracuse University

Donald C. Cantwell
Lecturer in Music (Director, Hamilton College Jazz Ensemble); A.B., Syracuse University

John P. Croghan
Newman Chaplain; B.A., Wadhams Hall Seminary College; M.Div., St. Bernard's Seminary

Norma Cutler
Laboratory Assistant in Biology; B.S., Wayne State University; A.B., Utica College

Charles W. England
Lecturer in Music (Director, Brass Choir); B.M.E., Augustana College; M.Mus., Yale University School of Music

Kerry Eustance
Visiting Lecturer in Music (Piano); A.B., Colgate University

John Flaver
Lecturer in Music (Director, Woodwind Ensembles)

Marilyn M. Gillet
Director, Junior Year in France; A.B. and A.M., Rice University; Doctorat d'Universite, Paris

Eric Jones
Lecturer in Government; A.B. and A.M., Michigan State University

Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College

Ellen Kraly
Co-editor, Hamilton Social Science Review; A.B., Bucknell University; M.S., The John Hopkins University; Ph.D., Fordham University

Don T. Muilenberg
Lecturer in Psychology; A.B. and A.M., University of Iowa; A.M. and Ph.D., University of Missouri

Colleen Roberts Pellman
Lecturer in Music (Piano); B.Mus., Miami University; M.Mus., Ithaca College

Kazimierz Poznanski
Lecturer in Economics; A.M. and Ph.D., University of Warsaw

Kevin F. Rexford
Research Associate, Quantitative Literacy Program; A.B., Hamilton College

Charles Schneider
Lecturer in Music (Director, Chamber Orchestra); B.M. and B.M.E., Cornell College of Iowa

John Suplee
Lecturer in Dance (Accompanist); A.B., Hamilton College

Joyce Mochizuki Ucci
Lecturer in Music (Piano); B.Mus., University of Redlands; M.Mus., Yale University

JoElyn Wakefield-Wright
Lecturer in Music (Voice); A.B., Pfeiffer College; M.Mus., Indiana University

Hermine Weigel Williams
Lecturer in Religion; A.B. and A.M., Vassar College; Ph.D., Columbia University

Committees of the Faculty 1982-83

Committee on Academic Policy
Rice, *ex officio;* Jervis, *ex officio;* Bonta; Weldon; Kanipe; Young; Rupprecht; Kinnel.

Committee on Appointments
Lee; Gray (alternate); Ring, J.; Potter, D. (alternate); Davis, J.

Academic Council
Rice, *ex officio;* Eaton, *ex officio;* Lee; Jones, D.; Rabinowitz, N.

Policy Committee on Admission and Financial Aid
Rice, *ex officio;* Thompson, *ex officio;* Williams, J.; Ring, J.; Marcy; Weiss.

The Admission Board
Thompson, *ex officio;* Admission Staff, *ex officio;* Miller, D., *ex officio;* Jervis, *ex officio;* Blackwood; Marcy; Butcher; Gilbert, Anechiarico; Young; Potter, E.; Cholakian, R.

Committee on Academic Standing
Millet, *ex officio;* Jervis, *ex officio;* Tewksbury; Salzillo; Kautz.

Committee on the Library
Rice, *ex officio;* Stenstrom, *ex officio;* O'Leary, *ex officio;* Lindenfeld; Tewksbury.

Advisory Committee on Student Affairs
Jervis, *ex officio;* Richardson; Eaton; Halley.

Vice President's Advisory Committee
Rice, *ex officio;* O'Leary, *ex officio;* Ellis; Bradfield; Anderson; O'Neill.

Committee on Cultural Activities
Wertz, *ex officio;* Faculty members to be appointed by the President.

Committee on Reading
Rupprecht; Strout; D'Costa.

Committee on Equal Opportunity
Hayes, *ex officio;* Werner; Fitchett; Pokinski.

Faculty Secretary
Eaton.

Faculty Parliamentarian
Wright.

Trustee Planning Committee
Bonta; Bradfield; Bahlke.

Trustee Student Affairs Committee
Bellini-Sharp; Bedient; Richards.

Trustee Development Committee
Medina; Wertimer; O'Neill.

Trustee Honorary Degrees Committee
Ellis; Eaton.

Alumni Council
Ring, E.; Paris; Putala.

Prelaw Committee
Simon; Millar; Tobin; Tewksbury.

Health Professions Advisory Committee
Miller, George, *ex officio;* Eaton; Miller, S.A.; Tewksbury; Blackwood; Lindley.

Foreign Fellowship Committee
Jervis, *ex officio;* Bedient; Lindley; Lomax; Miller; Raybeck.

Advisory Committee on Quantitative Literacy
Bradfield; Grueneich; Ludington.

Asian Studies Committee
Blackwood; Carter; Croskey; Irvin; Raybeck; Lee; Suttmeier; Williams, J.

The President is an *ex officio* member of all committees, with the exception of the Board of Six.

The Board of Six consists of six members of the Faculty, whose names are held by the Secretary of the Faculty.

Athletic Coaches

Gregory Joseph Batt
Head Coach, Hockey and Men's Tennis; A.B., Colgate University

David Bengston
Assistant Football Coach; B.S., Boston University

Andy Guzzetti
Assistant Football Coach; Head Coach, Baseball; A.B., Utica College

Richard Hunt
Assistant Baseball Coach; A.B., Siena College

Joseph B. Kacevich
Assistant Coach, Football, Indoor Track, and Men's Lacrosse; B.S., Springfield College; M.S., The Pennsylvania State University

John G. Karin
Assistant Hockey Coach; B.S., University of Nebraska

Eugene Milton Long
Head Coach, Men's Indoor and Outdoor Track and Cross Country; B.S. and M.S., State University of New York at Cortland

Frederick W. MacDonald, Jr.
Head Coach, Swimming; Assistant Coach, Men's Lacrosse and Soccer; B.S. and M.S., Springfield College

Kenneth W. Michelsen
Assistant Coach, Football and Men's Indoor and Outdoor Track; B.S., Upper Iowa University

Robert Montana
Assistant Basketball Coach; B.S., State University of New York at Brockport

Thomas Edward Murphy
Head Coach, Men's Basketball; B.S. and M.Ed., Springfield College

Alvan L. Nickerson
Head Athletic Trainer and Golf Coach; B.S., University of Massachusetts; M.S., Central Connecticut State College

Robert L. North
Assistant Basketball Coach; B.S., Utica College

Janice A. Savitz
Head Coach, Women's Soccer, Basketball, and Track; B.S., State University of New York at Brockport; M.S., Ithaca College

Donald Simon
Assistant Coach, Hockey and Men's Soccer; B.S., St. Lawrence University; M.Ed., State University of New York at Cortland

Susan L. Spencer
Head Coach, Women's Field Hockey and Lacrosse; A.B. and M.S., Syracuse University

Stephen P. Stetson
Head Football Coach; A.B., Dartmouth College

Jim Van Wormer
Assistant Football Coach; B.S., State University of New York at Cortland; M.S., Syracuse University

Manfred E. von Schiller
Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York at Brockport; A.M., St. Lawrence University

Office of the Dean of Students

Peter J. Millet, Ph.D., *Associate Dean of the College and Associate Dean of Students*
David B. Miller, Ph.D., *Associate Dean of Students*
Rosalind A. Hoffa, M.A., *Assistant Dean of Students*
Ruth B. Sullivan, M.A., *Assistant Dean of Students*
Andrew W. Wertz, M.Ed., *Director, Student Activities*
Jeffrey C. Eaton, Ph.D., *Chaplain*
Elizabeth S. Adams, A.M., *Director, Career Center*
Mary McMann, M.S., *Assistant Director, Career Center*

The Thomas Brown Rudd Health Center

George E. Miller, M.D., *Medical Director*
Charles Mayhugh, M.D., *Physician*
Don T. Muilenberg, Ph.D., *Clinical Psychologist*
Mary McMann, M.S., *Psychological Counselor*

The Daniel Burke Library

Ralph H. Stenstrom, Ph.D., *Librarian*
Margaret Hurley, Ph.D., *Cataloguer*
Keith E. Washburn, M.L.S., *Director, Public Services*
Frank K. Lorenz, M.L.S., *Reference Librarian*
Shirley M. Johnson, M.L.S., *Assistant Reference Librarian and Circulation Librarian*
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W. Douglas Finch, Jr., M.S., *Director, Audiovisual Services*

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Gregory Polakow, A.B., *Associate Dean of Admission and Assistant Director of Financial Aid*
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Elizabeth A. Pursell, A.B., *Assistant Dean of Admission*
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Benjamin P. Madonia III, A.B., *Assistant Director of Development/ Annual Funds*

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Philip Robinson, A.B., *Assistant Director of Communications*
Karen Paulson, A.B., *Assistant Director of Communications and Development, Office Operations and Printing*

1982 Degrees in Course

The following symbols are used to indicate graduation with honors—Phi Beta Kappa*, Sigma Xi†

Bachelor of Arts

Summa Cum Laude
Charles Peter Bongiorno*
Lawrence Carmen Calabrese*
Alan Joseph Cienki*
Daniel Gerard Clair*
Jennifer Colapietro*
Philip Constable*
Mary Stella Elizabeth Deen*
Martha Jane Denney*
Michael Anthony Fabian*
Christopher Allen Goekjian*
Kenneth L. Harris*
Robert J. Harris*
John Joseph Kelley III*
Gertrude A. Miller*
Robert Mihran Mooradian*
Philip George Paras*
Daniel Albert Rubin*
Jennifer Lynne Schmoll*
Robert Ethan Tate*
John Bradley Ward, Jr.*
Charles Edward Whalen*

Magna Cum Laude
Lesley Clark Alderman
Julia Hall Averett
Peter Sterling Barnard
Bruce Stephen Barton
Mary Ellen Blish
Frank Wentworth Brown
Melissa Dale Chesnut*
David A. Content†
Amy K. Coventry*
Polly Jane Diven*
Philip Joseph Fraccola
Amy Ramsdell Gurney
Michelle Ann Hammer
David William Hanson
Dennis Jay Kotlove
Carl Nyden Lauer
Julie Fay Leitman*
Edward John Markarian
Patrick J. Marthage*
Mary Louise Mason
David Andrew McKay
Timothy P. Meredith*
Peter Alan Nelson
David H. Norman
Martin Joseph O'Malley
Erinch R. Ozada
Melanie Ann Pressman
Donna L. Pritchard*
Lise Susan Rubenfeld*
Steven Andrew Singer
Scott David Stechman
Arthur Lyman Streeter
Ellyn M-B Tannenbaum*
Edmund Frederick Taylor
Scott Milton Warner*
Mark Alan Weiermiller
Daniel Elsworth Wilson
William E. Wolf*
Matthew Reed Zucker

Cum Laude
Thomas Edward Abrams
Scott James Allocco
Denise Maria Ambrosi
Peter Kooij Bradley
Peter Downer Cantine
John William Chatas
Margaret Ann Crowley
Elizabeth Anne Dayan
Scott Mark Fertik
David Washburn Foster
Martha Ann Gilles
Joseph Steven Greene
Andrew Merrill Greenspan
Leigh Wilson Hamilton
Christian George Hempel
Victor Rafael Herrero
Liane Ruth Holliday
Agnes Horan
Robert Kantrowitz
William Edward Katz
Kevin Raymond Kenyon
Drew Stafford Krause
John James Laffan III

Fook Loong Lo
William Michael Lynch
David Robert Macauley
Jonathan Farrington Mack
Robert S. Mathews
Kenneth Hankinson Meeker
Ellen Pierrepont Minor
Benjamin Christopher Moore
Lisa Ann Nye
Colleen Marie O'Connell
Nancy Joanne Sackett
Jeffrey Joseph Smith
Lawrence Curtis Soll
Matthew Michael Tomaino
Ward A.W. Urban
Clifford Paddack Wagner, Jr.
King Whitney Wiemann
Richard Anthony Wisniewski

Francis John Abdou
William Irving Ackerman
Robert Frank Ahmed
Motoko Aizawa
Anita Lynne Albertson
Eric Matthew Aldrich
Martin Richardson Allen
John Judson Allport
Joel P. Amidon
Nancy Jeanne Angiello
Perrin Louis Arturi
Keith Thompson Aten
Peter Bruce Averill
Marc Everett Backon
Alane Abreu Ball
Robert Ingram Ballou III
Kevin M. Barry
Maureen Helen Barry
Scott William Bartlett
David Alan Bawden
Ross McIntosh Beatty
Lisa R. Beck
Alex Stephen Beckjord
Barbara Almeda Beeching
Scott David Bergin
Robert William Black
Eric William Bleezarde
Alice Elizabeth Blondin
Patricia L. Boas
Joanne Bobrowsky

James Joseph Bonafe
Carlos Jose Bosch
Mimi Ruth Brodeur
Maureen Theresa Brooks
James Robert Brown
William Edward Halligan Bruce
Louis Joseph Bucceri
Steven Bruce Buchsbaum
Elizabeth Anne Bullock
Christopher Putnam Bundy
Steven Jeffrey Burdick
Michael Anthony Cacchio
Stephen Andrew Calder
Peter Ralph Cameron
Robin Kay Cerwonka
Sarah James Chapin
Kenneth F. Chiquoine
Peter Breckinridge Coffin
John Barbour Coleman
William Miller Cooper IV
Stephen Vincent Cordovani
Delco L. Cornett
Kathleen Corsi
Lloyd Eric Cotsen
Adam Reece Cowles
Stephen Fitzgerald Crowley
Donna Michele Dahringer
Kathleen Marie Daly
Daniel Warren Davis
Caroline DeCesare
Michael Jon Denk
Matthew William Denney
Jeffrey V. Dermksian
Vincent Bryan DiMiceli
Kathryn Marie-Bernadette Dirolf
Gregory Thomas Doyle
Alexandros Andrew Dracopoulos
Robert Edward Draffin
Barbara Driver
Tyrone Dumas
Sarah Anne Edelston
Kevin K. Edwards
David Charles Elmes
Susan Longstreth English
Jason Scott Eveleth
Stacey Mathews Fell
Joseph Gregory Finnerty III
Phoebe Anne Fishel
Michael Stephen Fisher

Grover Atkinson Fitch
Jennifer M. Flack
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Bethany Joan Fox
Holsea Bernardonzia Franklin
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Deborah R. Gillotte
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Ellen Deborah Goldstein
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Steven Jay Goodwin
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Malcolm Scott Grant
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Wendell Keith Grimes
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Caroline Burgess Hampton
Suzanne Madeleine Junod Hartt
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Deborah Paulding Healy
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Kathleen Anne Hoare
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Robert P. Hodge
Debra C.R. Hoffman
Alexander Bridport Hood
Gregory Thomas Hoogkamp
Daniel John Horth
Melissa Eleanor Howard
Kenneth Glover Howe
Charles John Huebner
James Allan Hurlin
Alexander Lee Huston
Mary Catherine Imboden
Elizabeth Rose Ix
Kate Williamson Jacob
Laurie Patricia Jacobs
Theodore Carrington Jessup
Scott David Johnson
Charles Stephen Joseph
David A. Kassay
John Stephen Katsigianis
Kraig Henry Kayser
Nicolaos Kazouris
Elizabeth Ann Kent
Lynnelle Kier
George Jones Kimball
Michael Patrick King
Katrinka Terry Kip
Arthur William Klossner
Jeffrey R. Knapp
Paul McDevitt Kogut
Laura Anne Kraus
Robert Thomas Lamitie
Ward Van Buren Lassoe
Susan Sands Lawson
Susan Young-Shun Lee
Jonathan D. Leibowitz
Alain Bruno-Victor Leray
Amy Ruth Lesser
Anthony Levitan
Margaret Jean Lippman
Christine Anne Lisciotto
Mark Elliot Lobell
Herbert Martin Lockwood
Alison Joan Loeb
Kathryn Early Loomis
Marc L. Luckett
Eric James Lyboldt
Marie Louise Lynch
Lawrence Donald Lyons
Robert Keane Lyons
Marina Dianne Mahlau
Wendy Anne Mahoney
Bruce Lee Mahood
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Anthony Sando Manson
Daniel Neil Mara
Jeffrey Sloane Marcus

Laura Ruth Marcus
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Anne Hammett Mason
Richard Greg Mauterer
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David Jordan Moonay
Timothy Reed Morgan
Edmond Nicholas Moriarty
Charles Raymond Mosher
Van Stuart Mount
Luis Enrique Murillo
John Richard Murphy
Carl Robert Nasto
James Johnston Navagh
Thomas Joseph Neumann
Christopher Hugh Nevin
Thabo William Nkomo
Brandon Ashleigh Nordin
Angela North
Scott Robert Nortz
Robert Worth Oberrender
William Quinn O'Neill
Charles Donald Onofry
Henry Iden Ottman
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Jongsoon Park
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Christopher Craigue Perkins
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Bruce Elliott Ray
Jay Seifert Reilly
Kevin Frederick Rexford
Nina Allison Ricciardi
Anne Susan Riceman
Brian Rivotto
Mary Danforth Robinson
Michael Paul Robinson
Philip David Robinson
Gilberto Enrique Rodriguez
George Joseph Roebelen III
Daniel Miles Rosenfeld
Frederick Brian Rosner
Alan Leonard Ross
Ann Elizabeth Ross
Peter Sander Rost
Robert Howard Rout, Jr.
Richard Gary Ruben
David Scott Rutherford
Shelly Savan Safir
Paul F. Sagristano
Lynn A. Sahaida
Raymond Paul Santerini
Philippe Andre Saxe
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David William Schindler
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Denise Martha Silva
Owen Benjamin Silver
Ronald Jonathan Simmons
Douglas Lee Slomka
Christopher Brighton Slutz
Clifford Allen Smith
Arlene Rachel Smoler
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Kathe Trilling
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John Lawrence Upton
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John Henry Walther, Jr.
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William Patrick Ward IV
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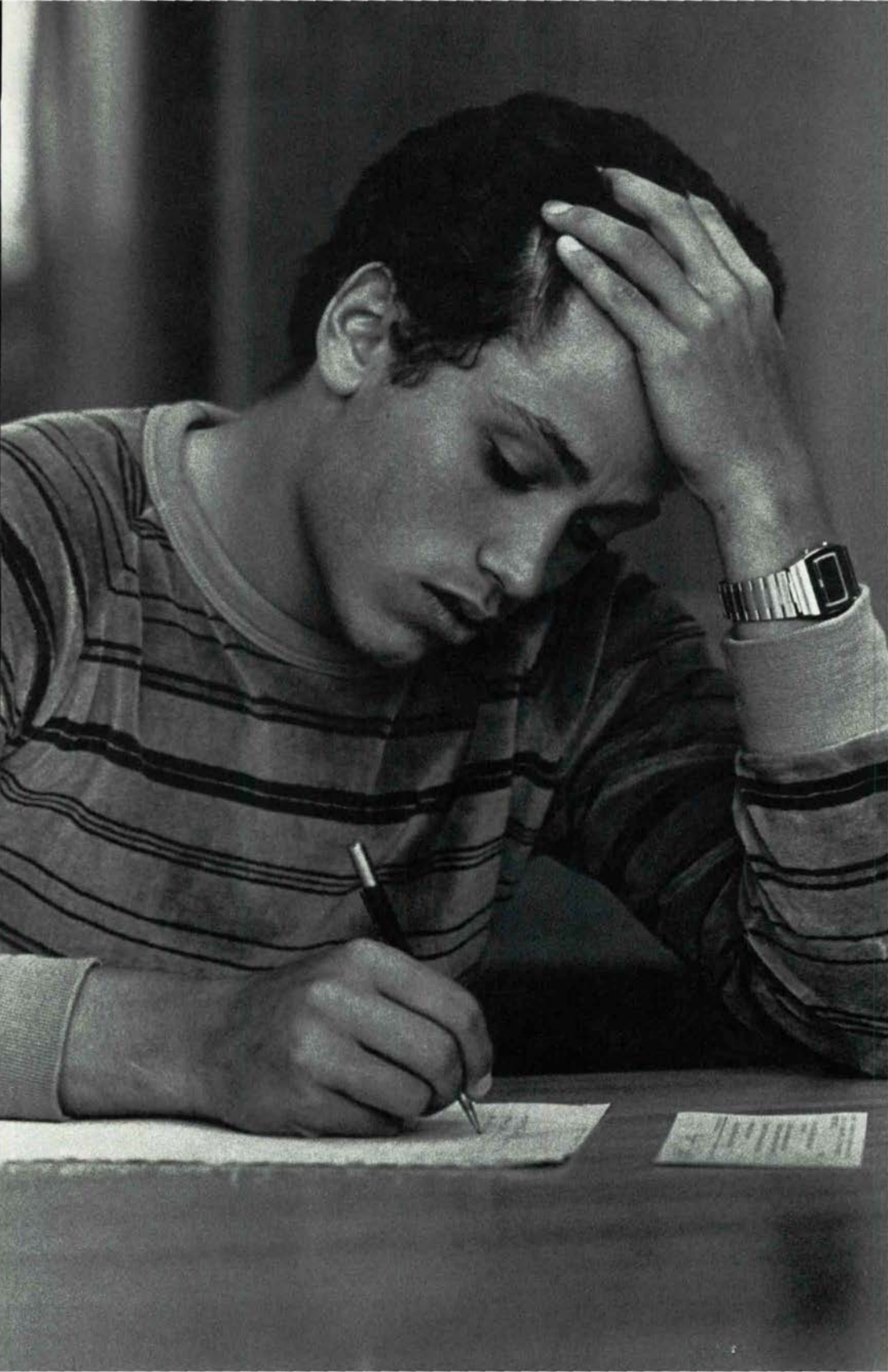
Elizabeth Hazard Weinman
Jonathan Franklin Weisbard
Donald Loren Wells
Randall Scott Whiting
David Crosier Whitney
Suzanne Mary Williams
Elizabeth Ada Wright
James Michael Yetman
Lisa Anne Zurakowski



List of Students

Class of 1983

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Leslie A. Allen, *Rochester, NY*
Judith E. Alperin, *Providence, RI*
Laurence R. Altman, *Cheltenham, PA*
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Clare M. Baecher, *Sea Cliff, NY*
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Stuart R. Baker, *Crugers, NY*
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Myron B. Bates, *Northwood, NH*
Rebecca A. Beemer, *Willow Grove, PA*
Christopher P. Behan, *Watertown, NY*
Bradley N. Benson, *Derry, NH*
Kathleen M. Bentley, *Rome, NY*
Fawne S. Berkun, *Suffern, NY*
Anne E. Berrigan, *Glastonbury, CT*
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Cathine Carlisle, *Lisbon, NY*
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Peter M. Carter, *Bayport, NY*
Matthew A. Cartwright, *Canada M5P 2P5*
Bernard A. Chale, *Clinton, NY*
Julie A. Chanatry, *Utica, NY*
Charles H. Chappell, *North Tarrytown, NY*
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Tsu-Jien Cheng, *Tokyo, Japan 153*
Deanna M. Cherrone, *Johnson City, NY*
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Cathleen A. Church, *Mineola, NY*
Mary E. Cinotti, *Endwell, NY*
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Alfonso F. Clemmings, *New York, NY*
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Leigh L. Cochrane, *Glenmoore, PA*
William D. Coen, *East Northport, NY*
David J. Coleman, *Palo Alto, CA*
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Kevin J. Conroy, *West Islip, NY*
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Daniel S. Corde, *Chappaqua, NY*
Katherine M. Cormier, *Pleasant Valley, NY*
Marita T. Corr, *New Hartford, NY*
Andrew A. Costanza, *Rochester, NY*
Gregory L. Cowan, *Smithtown, NY*
Frith C. Crandall, *New York, NY*
Andrew F. Crocker, *Binghamton, NY*
Catherine A. Crosby, *Morristown, NJ*
David M. Crossland, *West Seneca, NY*
Lauren M. Cunniffe, *Laguna Beach, CA*

Richard A. Cuti, *Massapequa, NY*
Andrew F. Cutrofello, *Great Neck, NY*

Elisabeth L. Daley, *Manlius, NY*
Susan N. Dandridge, *Clinton, NY*
L. Michael Davicino, *Valley Stream, NY*
Clifford S. Davis, *Pittsburgh, PA*
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Kathleen E. Deighan, *Albany, NY*
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S. Lance Denning, *Oneida, NY*
Meredith M. Dermont, *Rockville Centre, NY*
Gary P. Deutschmeister, *New York, NY*
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Carol A. Duncan, *Princeton, NJ*
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Carolyn B. Eastman, *Rensselaerville, NY*
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Marc J. Ebbin, *Rockville, MD*
David S. Edwards, *New York, NY*
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Bryan T. Emerson, *Lake Forest, IL*
Sharon P. Epstein, *Rydal, PA*
Katherine A. Ertsgaard, *Rochester, NY*
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Julia M. Fagan, *Bow, NH*
Gabriela I. Falcao, *E. Northport, NY*
Todd M. Feitelson, *Hastings-on-Hudson, NY*
Sarah C. Felton, *Princeton, NJ*
Joseph F. Femia, *Utica, NY*
Ronald E. Femia, *Utica, NY*
Dino M. Ferrare, *Rome, NY*
Donald S. Fish, *Port Jefferson, NY*
Joseph T. Flynn, *Liberty, NY*
Kevin J. Flynn, *Stony Brook, NY*
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Kenneth S. Freese, *East Hampton, NY*
Paul S. Freyer, *New York, NY*
Fabio Freyre, *Greenwich, CT*
Donna L. Fulkerson, *Woodville, NY*

Stephen K. Garvin, *West Seneca, NY*
L. Drew Gerard, *Remsenburg, NY*
Ross M. Gerber, *Wantagh, NY*
Heidi P. Gerquest, *Riverside, CT*
Cynthia M. Giglio, *Darien, CT*
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Daniel E. Gregory, Jr., *Vernon, NY*
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Lori L. Grubs, *Guilderland, NY*
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Jane T. Henderson, *Skillman, NJ*
Andres Henriquez, *New York, NY*
Simon D.J. Hibberson, *Edison, NJ*
John E. Higgins, *Albany, NY*
William D. Hofius, Jr., *Bellevue, WA*
Elizabeth B. Holcombe, *Greenwich, CT*
David B. Holgate, *Alpine, NY*
Carol M. Homiak, *Yonkers, NY*
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Wendy A. Horn, *San Francisco, CA*
Richard M. Horowitz, *Totowa, NJ*
Brian D. Howard, *Westport, CT*
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Eva Huerisowic, *Tonawanda, NY*
Scott E. Hunt, *New Hartford, NY*
Valerie A. Hutchinson, *Philadelphia, PA*

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Natasha Ikonnikow, *Lake Grove, NY*
John H. Ingraham, *New Berlin, NY*
Margaret W. Irwin, *Manhasset, NY*

Martha A. Johnson, *Norway, ME*
Arnold C. Joseph, *Jamaica, NY*

David M. Kaapcke, *Wantagh, NY*
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Azar Kattan, *Santa Ana, CA*
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Nicole S. Katz, *Scarsdale, NY*
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Robert Lazzaro, *Utica, NY*
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Debra A. Leder, *Plainview, NY*
Alyson E. Lee, *Vero Beach, FL*
Veronica Lee, *Woodside, NY*
Susan A. Leet, *Canton, NY*
James R. Lent, *Auburn, NY*
Erica L. Leopold, *Short Hills, NJ*
Nathan P. Letts, *Glen Rock, NJ*
David E. Levey, *Binghamton, NY*
Laura R. Levin, *Manhasset, NY*
Matthew D. Levine, *Stamford, CT*
David L. Lewis, *Mamaroneck, NY*
Debra Lewis, *Buffalo, NY*
John K. Li, *Los Altos, CA*
John C. Lin, *Scarsdale, NY*
Alex F. Loan, *Scipio Center, NY*
Maureen A. Long, *Huntington Sta., NY*
Joseph J. Lopez, *Farmingdale, NY*
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Richard B. Love, *San Francisco, CA*
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Richard D. Lucas, *Johnson City, NY*
Keely A. Lyster, *Norwich, NY*

Kyle N. MacCallum, *Rochester, NY*
Philip J. MacFarland, *Harwich, MA*
James J. Madden, *Deposit, NY*
Cecilia E. Madigan, *New Hartford, NY*
Frank B. Magill, *Rochester, NY*
Gregory J. Magin, *Rensselaer, NY*
Brooks R. Magratten, *Newark, NY*
Harold A. Malkin, *New York, NY*
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John A. Mason, *Homer, NY*
Mary C. Mason, *Roslyn Estates, NY*
Cynthia A. Maybeck, *Arlington, VA*
Pamela S. McCarty, *Liberty, NY*
Lisa A. McGann, *Fayetteville, NY*
Maryanne McGovern, *New York, NY*
Andrew F. McGrade, *Storrs, CT*
John J. McHugh, *Kenilworth, IL*
Cynthia A. McKeon, *Congers, NY*
Collette E. McLaughlin, *Staten Island, NY*
Jan E. McTiernan, *Ilion, NY*
Lynn V. Mendelman, *East Hampton, NY*
Amy G. Merrill, *Pittsford, NY*
John T. Meyer, *Utica, NY*
Meredith A. Mileti, *Marblehead, MA*
Betsy A. Miller, *Brookline, MA*
James F. Miller, *Old Forge, NY*
Fredrick J. Minges, *Dewitt, NY*
Lynn D. Minich, *Williamsburg, VA*
Alistair N. Mitchell, *Madrid, Spain*
Jennifer A. Moentmann, *Richmond, MO*
Brian C. Moll, *Clinton, NY*
Alyssa Mondschein, *Silver Spring, MD*
Meredith C. Moodey, *Philadelphia, PA*
Christopher J. Moran, *Washingtonville, NY*

James H. Morey, *Allentown, PA*
David H. Morse, *Cazenovia, NY*
Randolph D. Moss, *Rockville, MD*
Michael Von Mosse, *Beverly, MA*
Abdulwadoud Mougharbel, *Beirut, Lebanon*
Aamir R. Mufti, *33 Pakistan*
Robert B. Muirhead, *Clinton, NY*
Alicia M. Murray, *Greenwich, CT*
D. Gordon Murray, *Millbrook, NY*
John J. Musnuff, *Kingston, PA*

Conrad J. Naas, *Mountainside, NJ*
Lisa B. Namerow, *Hamden, CT*
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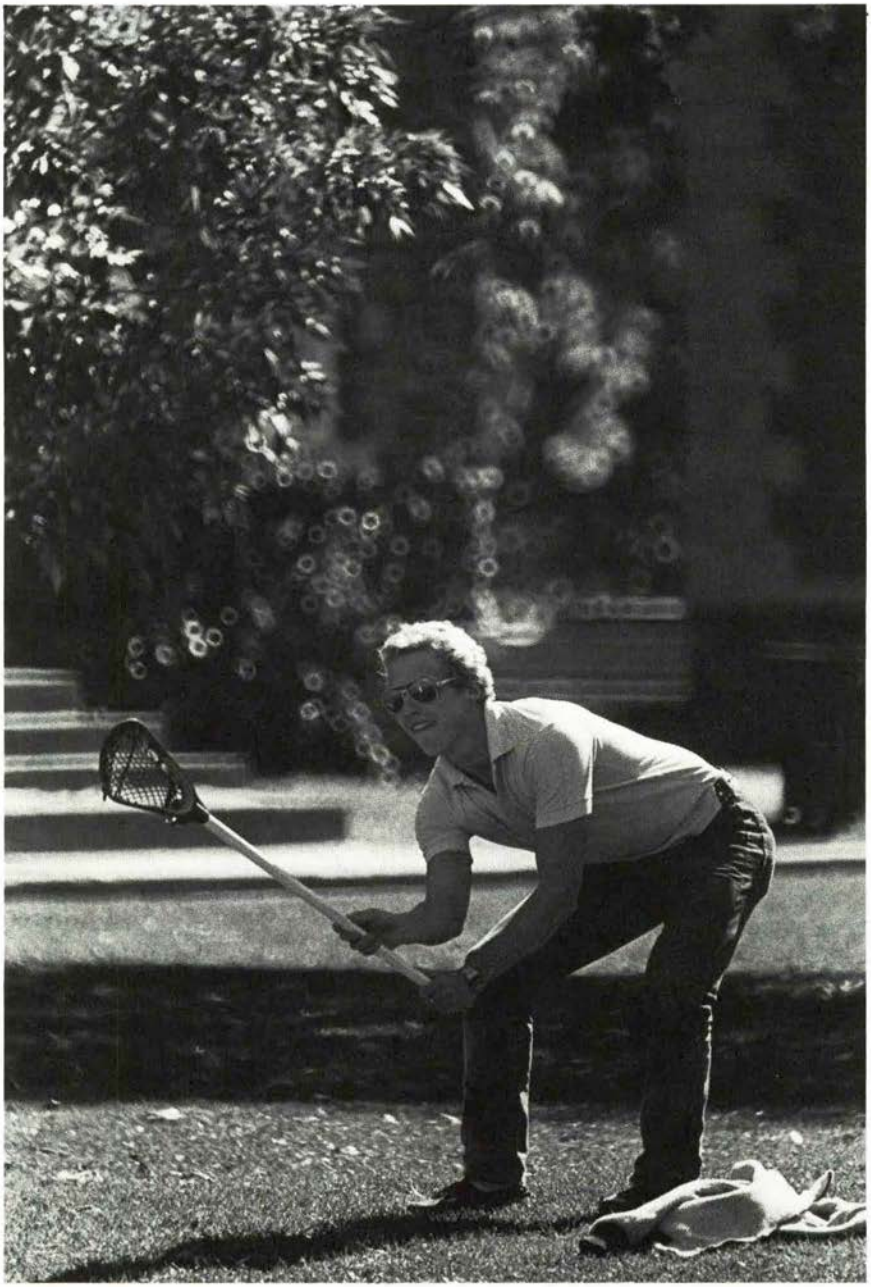

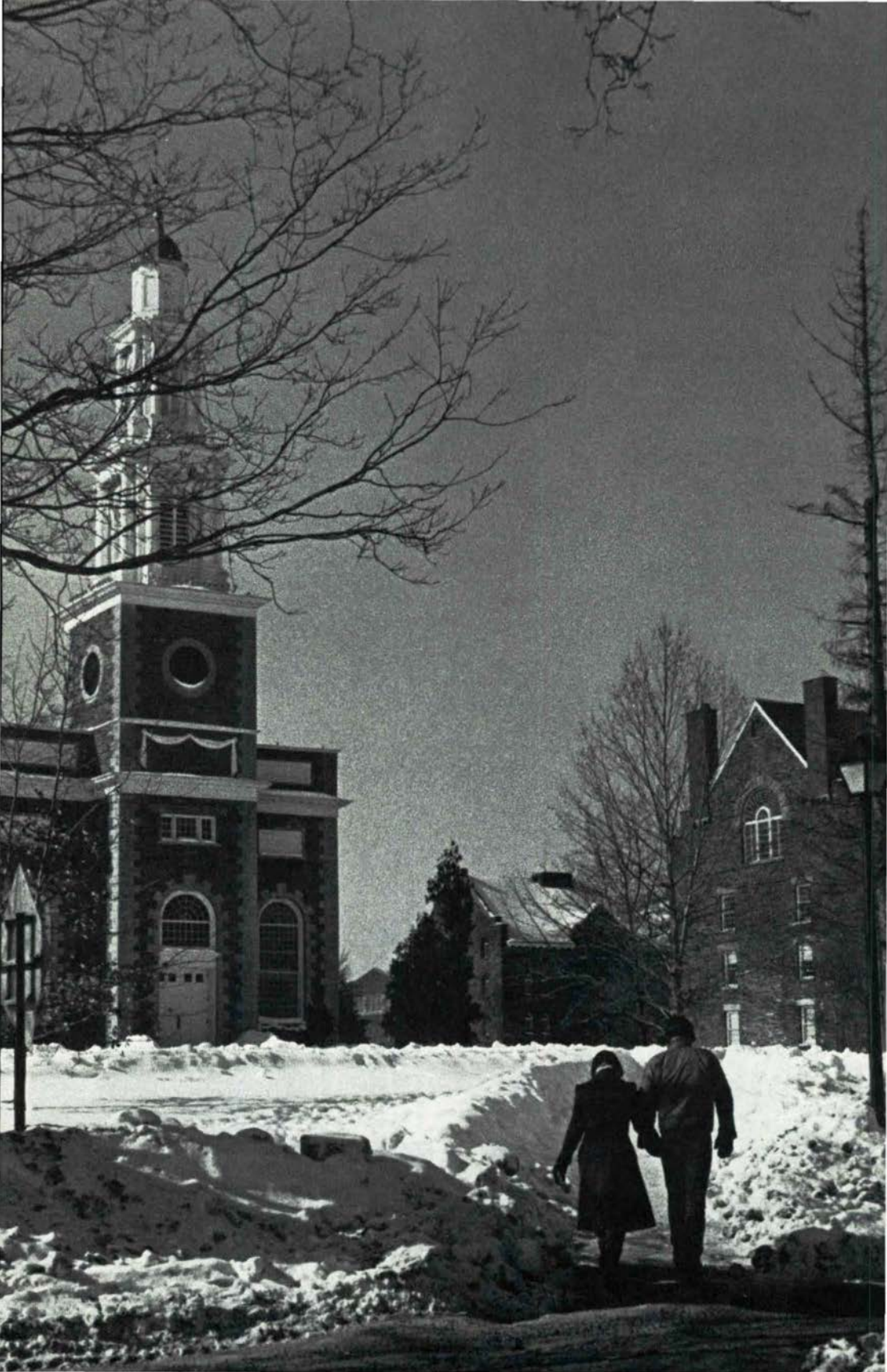

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